

The BUSINESS EDUCATION World

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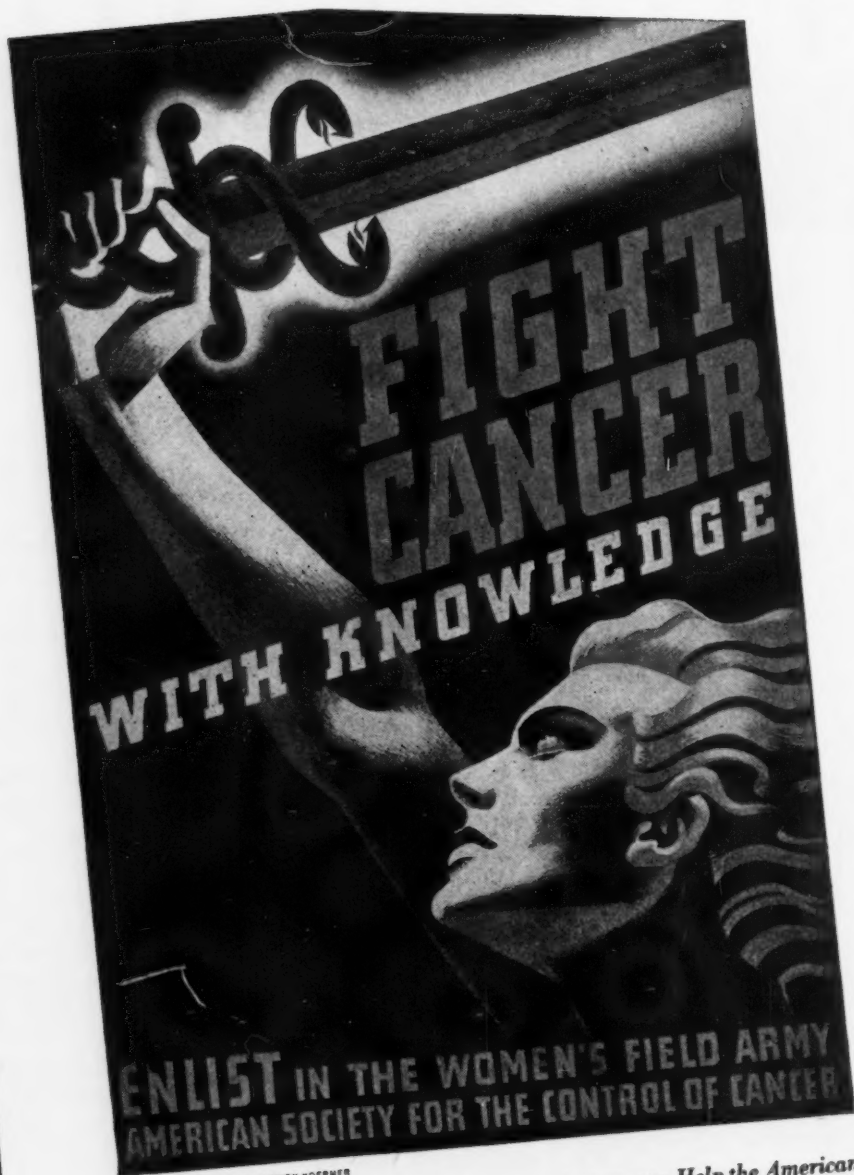
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VOL. XXI
NO. 8
\$2 a Year

APRIL
1941

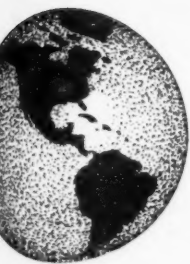


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The BUSINESS EDUCATION *World*

XXI

APRIL, 1941

NO. 8

Creation, Not Routine, Is the Secret of Learning

JAMES L. MURSELL, Ph.D.

WHY is it that repetition alone does not seem to fix a skill? Why is it that the pupil may type the same word over twenty times with poorer accuracy at the end than at the beginning? Why is it that the pupil may copy the same shorthand outline twenty times in succession, the twentieth outline often being the most poorly executed? What is the psychologically correct process for the improvement of a pure-practice skill such as typewriting? For the improvement of a language-art skill such as shorthand?

The answer to all these questions is summed up in the title I have chosen for this article. Creation, not routine, is the secret of learning. This idea applies to every kind of learning—the pure-practice type, the language-art type, and other types as well. Indeed, it is the most basic of all principles of learning; and if you come to understand it and find out how to apply it, you will be greatly helped.

Notice that I say "find out how to apply it." Learning, after all, is an art. A psychologist can help you by showing you what procedures have not turned out so well and by suggesting how you can best direct your efforts. A teacher can help you, too, in much the same ways. But, in the last analysis, it is up to you.

No one can learn for you. No one can force you to use a good method. You must find it out for yourself, as your own personal discovery—using, of course, whatever suggestions and help others can give you. But

of one thing you can be quite sure. It is a worth-while discovery to make.

The practical difference between a good method and a bad one is enormous. A good method can save you a very great deal of time, worry, and effort. It can even save you from the disappointment of never getting where you hope to go.

A learner who simply repeats, who types the same word or copies the same shorthand outline over and over twenty times, *and does nothing else*, is using a bad method. That is why he is slow in getting results. He is going against the basic principle of all learning.

To see what this means, compare the expert with the novice. What is the most essential difference between them? Of course, one gets much better results than the other, makes fewer mistakes, produces better-looking copy, and takes less time about it. But this is not the root of the matter.

Watch the two of them at work. The

novice makes jerky, erratic, irregular movements, while the expert works as smoothly and evenly as water flowing from a tap. The novice makes movements that are needlessly large and clumsy, while the expert's motions are all economical. The novice is obviously under strain, while the expert works easily and with relaxation. The expert uses his senses differently from the novice—his sight and muscle-sense if he is a typist, his hearing if he is a stenographer.

These are the factors on which to concentrate, rather than on the differences in output. They are the causes of superior performance. They indicate the kind of changes you must make in yourself if you wish to build up skill.

Always remember—and this is a primary and important idea—that in good learning you must concentrate first and foremost upon the pattern of action or behavior, rather than upon the results. Speed and accuracy are, of course, desirable; but when you are learning, they are secondary. It is their cause that is primary.

This may strike you as obvious, but it is ignored by at least nine learners out of ten, and by what proportion of teachers I would hate to try to say. *The business of the learner is to create in himself the action patterns of the expert.*

Here is the way to look at it. You want to transform your movement pattern from the clumsiness of the novice to the beautiful economy, ease, and smoothness of the expert. You want to *create* something—something that as yet doesn't exist at all in you—the expert's action pattern. Very well. How set about it?

You will not do it just by blind, unthink-

ing, unguided repetition. You will do it by thinking, by analyzing, by using your intelligence. Ten repetitions, each of which



JAMES L. MURSELL

is a kind of separate experiment in which you set yourself and try to control your fingers and hands and arms and eyes and even your whole body in the most efficient possible way, in each of which you try to relax and to work smoothly and economically, will do more for you

than a hundred repetitions that are just repetitions.

The scientific evidence on this point is clear. Experiment after experiment has shown that when a set of movements is repeated in a purely routine manner, without any thought or analysis, there is little or no improvement. After all, this is just common sense. You know quite well that you don't improve your writing, your dancing, your swimming, or your walking just by doing them over and over again. You get better as long as you try to improve, as long as you work intelligently for more efficiency, and no longer.

It has been proved again and again that the most ordinary and often-repeated performances improve very much and very quickly once they are analyzed, considered, and given proper attention. Caring, trying, analyzing, concentrating, criticizing, attending—this is what any first-rate coach helps one do. It is the thing to do for yourself, if

EDITOR'S NOTE—Dr. James L. Mursell, of Teachers College, Columbia University, has been kind enough to consent to answer for us some of the questions about skill development that have troubled every teacher and many students of shorthand and typewriting. In order to narrow the field of discussion and make the articles as concrete and helpful as possible, Dr. Mursell has agreed to write his articles in the form of answers to questions that we submitted to him and to direct his writing to the pupil.

Dr. Mursell has devoted a great deal of atten-

tion to the problems of skill development. To those who are interested in following further some of the thoughts necessarily presented in very brief form here we recommend two of his books, *The Psychology of Secondary-School Teaching* and *Educational Psychology*.

If you have problems that you would like to submit to Dr. Mursell, write to the editor of the BUSINESS EDUCATION WORLD about them. The problems sent by readers will be collated and given to Dr. Mursell to be answered in the BUSINESS EDUCATION WORLD.

you want to learn well and swiftly. Intelligent study and direction of movement patterns, not mere repetition, is the secret of success.

What the novice needs to do is to *change* his action patterns. Then doesn't it seem sensible to bend all one's efforts to bringing about such a change? Doesn't it seem stupid just to go along, practicing and practicing, repeating and repeating, using endless exercises, in the vague hope that something or other will happen in time? The tendency of such practice is to keep you pretty much at the level where you already are, whereas what you really need to do is to break through the ceiling of your limitations. Of course, as you try to change your action patterns, it is very important to be sure that the change is in the right direction and that you are working in the right way.

Some people think that the best way to make certain of this is to memorize and follow rules—rules of sentence construction in English grammar if one wants to better one's written or spoken language, rules for the joining of characters in shorthand, etc.

This looks sensible, but again many experiments have shown that it leads to disappointment. Rules are remarkably treacherous things, easily misleading, hard to apply in practice. This is why I have emphasized the behavior of the expert as the best possible model and guide.

Put thought and intelligence and self-criticism into every bit of practice you do, and before long you will find yourself following the rules anyhow, with whatever modification suits your particular case—for there always are such modifications. This is a far better plan than to start by learning the rules and trying to use them as your guide.

Here is the reason why twenty or thirty blind, unthinking repetitions can easily lead to what the psychologists call negative improvement—that is, one may get worse instead of better. All of us know from sad experience that this can happen. It is because the learner is going against the basic principles of the art of learning. He is not using intelligence and self-analysis as he

♦ **About Dr. Mursell:** Professor of education, Teachers College, Columbia University. B.A., University of Queensland, Australia; Ph.D., Harvard. Educated also in Scotland and England. Author of books on educational psychology, and music education; the popular *Streamline Your Mind* was condensed in the *Reader's Digest* in 1936. Has written on the psychology of skill for the *Business Education World*. Hobby: music.

practices but is behaving like an unreflecting machine. He is not endeavoring to bring about directed change, to reorganize his attack and procedure; he is just dubbing along in a rut, and hoping to get out by magic.

The practical alternative to the kind of routine, unthinking practice that we so often find can be summed up as follows: *Try to create in yourself the action pattern of the expert.*

This should be taken quite literally. Don't merely practice a skill in the vague hope that the expert accommodation will arrive on its own account. It may, but then again it may not. And in any case, it will be much delayed.

On the contrary, whenever you practice, try intelligently to create the action pattern of the expert, always thinking, not of the result you are producing, but of the movement you are using. Just what that means I can perhaps bring out by calling your attention to the main features of all expert performance, as they have been revealed in many scientific studies.

1. The expert establishes and holds a steady, even flow of movement. This is in contrast to the irregular, unevenly spaced action of the novice. Practice definitely and consciously for such a flow of movement. Don't go too slowly.

Never mind a few mistakes. They might matter in the office; but you are in a practice situation, which should mean aiming at movement, not at results. Keep going. Keep moving. The flow, the rhythm, is what you are after. Work for it, even if you have to disregard other things for a while.

Mistakes will take care of themselves if the movement pattern is good. Undue conscientiousness about mistakes can lead to badly directed practice.

2. All the expert's movements are easy and economical. In typewriting, his forearms, wrists, knuckles, and fingers coordinate with the bare needed minimum of motion. He reaches for the space bar or the shift or the tabulator with easy, swift, and limited motions.

Try definitely and intelligently to practice such economy of movement. Don't put too much stock in arbitrary rules, because there can be considerable variation in all details in any skilled performance. The expert does not always do what the books say he does or ought to do! This has been proved many times by motion-picture studies of skilled performance.

If you run into trouble, stop, relax, and analyze what you are doing, from the standpoint of the components of the movement pattern.

3. The expert works easily and concentrates easily. Practice ease and relaxation. Pushing too hard for speed, working much below normal speed, overconcern for accuracy, are some of the obstacles to easy performance. Banish them from your mind and body. Speed will come as a result of ease and relaxation. So will accuracy. Neither of them is an end in itself. The

first thing to aim at is the behavior pattern of the expert.

4. The expert uses his senses well. The good typist has built up a muscular picture of the keyboard as a whole. He may have used his eyes in doing this. The rigid rule against ever looking at the keys is questioned by many psychologists. What you want is the muscular grasp of the space pattern of the machine.

Very well, if you can help yourself to get it by peeping now and then, why not? Of course, in high speed work, eyes need to be on the copy; but this again is a result, and the supporting feel of the keyboard is what you have to create. The good stenographer picks up the sound pattern of the language, which is different from its word pattern, in an onflowing whole.

To sum up and repeat, I hope that my title has become meaningful and helpful as a result of this discussion. Creation, not routine, is always the secret of successful learning; and the way to learn well is to take the shortest route to creating in yourself the action pattern of the expert.

[Other questions regarding skill building will be answered by Dr. Mursell in subsequent issues of the B.E.W.]

How to Recognize a Real Teacher

IT IS EASY to recognize a teacher with a strong professional attitude, writes Miss J. Frances Henderson, national president of Pi Omega Pi, in the December, 1940, issue of the *Lamp of Pi Omega Pi*. She describes such a teacher as follows:

He attends teachers' conventions (city, district, state, and national) and takes an active part in these meetings.

He subscribes and reads regularly some of the professional journals.

He adds textbooks to his professional library (yearly).

He attends summer school occasionally.

He reads current literature in the field of general education.

He holds membership in one or two business-education associations and attends their meetings.

He takes a keen interest in teaching and in his pupils.

He engages in some research that can be worked out in his own classroom.

He has obtained some actual business experience.

He takes an active part in a few community activities.

He co-operates with other members in the department as well as with the head of the department and the administration.

He makes surveys in his community and keeps his curriculum up to date.

He feels a responsibility for placing his pupils in positions and following them up to determine whether their training has been adequate.

ONE OF THE marks of a real teacher is the ability to think. If the acquiring of the power of straight thinking is an aim of education, it is an essential qualification of a teacher. Another mark is a love of learning. The genuine teacher enjoys teaching. A real teacher possesses intellectual integrity. Unless the teacher commands the intellectual respect of his students, he completely fails to justify his pedagogical existence.—Lewis H. Chrisman, "Journal of Education."



Business Experience Preferred

ARNOLD E. SCHNEIDER

IN discussions of the advisability of business experience for business teachers there is often a delicate inference that all business experience is beneficial. Business experience is like medicine, however. If it is based on a careful diagnosis of the patient's ailments, it may cure him. If it is administered simply because it happens to be medicine, it may kill him.

None of us would argue against the value of business experience, but before that value can be discussed in a lucid manner it seems imperative that a few questions be raised.

There is the possibility that business experience may be a negative factor in a teacher's preparation for classroom work or that it may be merely a neutral factor. A quick analysis of the following questions—essentially the same questions that the average employer asks of a prospective employee—will reveal the danger in the assumption that all business experience is of positive value.

1. *Where did you obtain your business experience?* Offices differ in the style and manner in which duties are carried out. There are offices noted for their efficiency and thoroughness; others for their slovenliness. Offices vary in their regulations governing punctuality. There are offices in which high standards of business speech, dress, and deportment are maintained. There are offices that permit employees to visit, chat, and smoke during working hours.

2. *Was it a large or a small office?* A large office is usually given over to specialization. A clerk may work on one specific task day after day, never seeing the entire picture. A clerk in a well-organized small office, on the other hand, may have every opportunity to become acquainted with the major duties

that are executed in every office. He may have every opportunity to see the "whole picture" of office procedure.

3. *In what capacity did you work?* The list of positions through which one might have obtained experience is long and varied. The type of position one held is particularly important as a teacher-training factor. One who has had experience as a stenographer and is employed as a teacher of book-keeping may be unable to look to his experience as a vital part of his teaching equipment.

4. *What were your duties?* In the last analysis, this may determine the value of the experience. It supplies an accurate index as to the number and complexity of the tasks that the individual performed in the business world. Did you take orders or did you issue orders? One's business experience must be evaluated in terms of the responsibility that the individual enjoyed.

5. *How did you get your job?* In many instances, business experience has been gained through employment by friends or relatives. Getting a job through one's own efforts is such a major portion of business experience itself that its importance cannot be overestimated. Getting a job *is* business experience.

Did you pound the streets? Did you go from office to office? Did you join a commercial agency? Did you write painstaking letters in answer to blind ad after blind ad—and how many replies did you get to your letters? Did you plan a careful campaign of letter writing, followed by personal calls and interviews?

Did you have to take employment tests? Did you "take dictation" with cold stiff fin-

gers, with apprehension in your heart? Were you looking for a job in a strange city or at home? Getting the job may be a more valuable experience than the job itself. Closely allied with "How did you get your job" is our next point:

6. *Why did you seek the job or jobs in which you gained your experience?* Were you an unemployed graduate who had to get a job because you had to support yourself? Did you have the soul-searing need for a job because it meant your self-respect, your place in society, a chance to earn your own living? Or were you a complacent teacher with a nice contract all signed for the coming school year?

Your attitude in the position you held would beyond question be colored by the motives with which you sought your position. Did you think in terms of service to the company because the size of your pay check and promotions depended on your worth to the company?

Experience! Experience is something you live and feel. It becomes a part of you because of its very realness. It is not something that you can just "take" because it is commonly thought to be "good for you."

7. *How long did you work for this firm?* Anyone who has spent some time in a business office understands why employment managers state that the first six months of employment is in reality a loss to the firm. It is almost impossible to obtain a thorough overview of the work in a particular office in a relatively short time. One summer's experience may be much better than no experience, but its inherent value is open to question.

8. *When did you obtain your experience?* This does not relate to the age of the individual so much as it does to the relationship between education and experience. It is well recognized that all experience is educational. If a person obtained business experience concurrently with business training, it would probably have a better conditioning influence than if obtained prior to business training.

9. *Who was your immediate superior; what were his qualifications?* We learn

◆ *About Arnold Schneider:* Instructor in Teachers College, St. Cloud, Minnesota, since the business-education department began in 1938. Degrees from Iowa State Teachers College, Cedar Falls, and the State University of Iowa. Seven years of business experience. Has taught in South Dakota, Wisconsin, and Iowa, and summer sessions at I. U. and the University of Southern California. Active in N.C.T.F. (now N.B.T.A.) and Pi Omega Pi. Has contributed to the B.E.W. New vice-president, N.A.B.T.T.I.

positive values only from those who have something to offer. A bad office manager, a poor dictator, a poor bookkeeper, a badly managed office can all do more harm than good. There are persons in positions of responsibility who are, unfortunately, unable to do an effective job of directing and teaching their subordinates.

Up to this point I have dealt with some of the factors that should be considered in evaluating the experience possessed by the business teacher. Now, let us assume that our business teacher has had office experience that is of unquestionable value. Now what has this teacher to offer which the teacher who lacks practical experience cannot offer? It is with great temerity that I venture to discuss the problem.

Tangible and Intangible Results

It can justifiably be stated that the results of office experience will fall into two general categories: tangibles and intangibles.

Tangible gains from office experiences are so readily recognizable that a cursory view of them at this point should suffice. Experience results in increased skill and added knowledge. One who has worked as a stenographer will have greater stenographic power than one who has not done so. Experience of any kind in any office will add to one's knowledge of the business world. Any good teacher will pass this knowledge on as a matter of course through the many and varied situations that arise in the classroom.

It is my opinion that the intangible gains from office experience are of far greater value from a teaching point of view than those resulting from the tangible experiences.

Intangible experiences result in beneficial additions to our habits, attitudes, and appreciations. Intangibles may be difficult to analyze, classify, and consider. In any list of intangibles that the teacher with business experience can bring to the pupil, I should include one principal idea: A belief in the business world.

In this day and age, a philosophy of defeatism is rampant. Shorthand, typewriting, transcription, or bookkeeping is more than mere subject matter; it is still the key to the magic land of the business world.

The Teacher's Duty: To Inspire

The business world is more than a place where people spend eight hours a day in return for the necessities of life. It still represents opportunity to thousands of our students.

Those teachers whose imagination has been fired by the inspiring, exciting, and satisfying game that is business cannot but impart to the student a vision of their future. The business world can and will take deserving youngsters. It is the teacher's job to give his students something to fight for.

In the last analysis, the value of either tangible or intangible results of experience must, for our purposes, be measured in terms of what this experience does for the student. The most logical solution to the problem of "What Practical Experience Does for the Teacher" should be in terms of the student's appreciation or gain from this experience. A class of twenty students in *Methods of Teaching Business Subjects* discussed this problem. These students had had teachers with and without practical experience in their business subjects, on both the high school and the college levels. Many of these students have had practical experience in offices and in the teaching field. The conclusions they drew are, I believe, adequate.

The teacher who has had practical experience, they concluded, has these advantages over the teacher without it:

He knows what is expected of people who work for others, and he demands this level of work from his students.

He tends to teach the things that are required in actual practice.

He does not follow the book as an absolute guide.

He will tend to emphasize to his students the fact that it is ability to do the work that counts—not the amount of experience or training.

He has more general knowledge and talks in terms of the "trade."

He vitalizes the lesson by bringing in incidents that come from the business world.

He has the confidence of his pupils. They respect the teacher who has actually performed, in an office situation, the work he is teaching.

He is better able to teach the effectiveness of speed and accuracy, because he bases these requirements on the real demands of the business world.

He has gained a definite sense of responsibility and can stress the need for it.

He is more confident and therefore can be more efficient in his teaching.

He is better equipped to teach, because he has gained from his experience:

1. Criteria for judging the student's work in terms of business demands.
2. A knowledge of the phases of vocational subject matter that need the greatest emphasis.
3. The ability to carry out orders.
4. A knowledge of the interrelation between a particular task in the office and the entire office cycle.
5. The ability to show the pupils how their subject matter will be incorporated into what they do when "on the job."
6. An understanding of the need for learning on the job. He will teach from the sure knowledge that learning does not stop at the point of graduation. The business world requires its workers to learn, learn, and learn. He understands that the beginning worker brings with him only the beginner's tools; he must learn from the skilled performers whom he assists.
7. The knowledge that there is no "one best way." Each office conducts its work in the manner most efficient and suitable for that particular firm.
8. The understanding that promptness is not a request on the part of the employer but is, in fact, a demand. This includes promptness in completing work as well as punctuality in getting to work.
9. The knowledge that the beginner will have to ask questions.

10. An understanding of the office worker's particular problems in relation to his fellow-workers, his superiors, and his job.

11. A definite conception of the requirements needed to get a job, hold that job, and win promotion from that job.

12. An appreciation of the value of courtesy at all times.

13. The value of neatness in all office tasks.

14. The necessity for the constant use of judgment in office matters.

One statement that has not been included

in the preceding list is too important to omit. It is submitted to the reader as a final credit for the value of business experience:

"The teacher with business experience can help the students find themselves. He can call upon the resources of his own experiences or the experiences of those with whom he worked in the business office for help in the all-important task of stimulating, guiding, and teaching those students who are going into the business world."

Hemisphere Conference on Education

A HEMISPHERE CONFERENCE of the World Federation of Education Associations was held in Havana, Cuba, on December 24 to 28, 1940. Representatives from nineteen American republics and the Dominion of Canada took part in this conference, which was primarily concerned with the co-ordination of commercial and economic education in the Americas.

Dr. Paul Monroe, of Garrison, New York, is president of the Federation. Dr. Frances Moon Butts, of Chevy Chase, Maryland, was general chairman of this conference.

The opening session of the conference was held in the Capitol. Dr. Miguel Gutierrez Sanchez, Speaker of the Cuban House of Representatives, delivered the welcoming address. Dr. Sanchez, an authority on international law, urged the members of the conference to develop a socioeconomic system through which there would be richer opportunities for a greater number to enjoy the benefits of democracy.

The sections on commercial education were held in the Centro Gallego Palace. Dr. Sanchez, a section vice-chairman, presided. Dr. Butts' address at the opening meeting of the Commercial Education Section on December 26, which was read in her absence, was, "The Adjustment of the Individual to American Socioeconomic Changes."

Two panel discussions dealt respectively with "Consumer and Distributor Relationships" and "Social and Legal Trends in Commercial and Economic Education." Dr.

Miguel A. Fleites, public accountant and professor, Faculty of Commercial Science, Havana University, led the discussion.

The Commercial Education Section continued through December 27 and 28 with such constructive features as a symposium lead by Dr. Joaquin Anorga, professor of the Professional School of Commerce, Havana, and a panel discussion led by Dr. J. B. Ortiz, dean of the College of Business Administration, University of Puerto Rico.

E. A. Zelliot and Dr. V. H. Carmichael were also on the program but could not attend.

Among the resolutions adopted were:

1. A strong and unqualified declaration of support of democracy and the democratic way of life within and among all nations.

2. A condemnation of totalitarianism because it destroys the spiritual life of a nation and all means by which a people may grow and better their life.

3. A call for reorganization of education in relation to the practical problems of life in our complex, competitive industrialized society.

These points were also presented:

A wider observance of Pan American Day.

The development of a definite plan whereby teachers from English-speaking countries could attend universities in Central and South America for short periods.

The encouraging of teachers to avail themselves of the benefits open to them through the Pan American Union and the agencies for cultural co-operation now set up in the Americas.

Anyone who desires further information regarding the conference should address Miss Selma M. Borchardt, 1741 Park Road, N. W., Washington, D. C. Miss Borchardt is vice-president for the United States.



Adaptable Methods Of Teaching Shorthand

JULIAN C. WOOD

THE content of this article is largely the outgrowth of the accumulation of experiences of many commercial teachers and business people, supplemented by my own experiences in offices and the classroom, constant research, study of books and magazines, and methods courses.

I like to teach shorthand, and I believe that most successful teachers feel that way. I like it so much that it has almost become a hobby with me, during the past ten years, and I have ridden this hobby-horse from San Francisco to New York and from Canada to Mexico, gathering materials, devices, methods, techniques, and enthusiasm.

The results have been gratifying. Much of the success of my pupils, I believe, can be attributed to the application of correct methods of teaching. I have always maintained that, given pupil material of average or above-average ability, it is the teaching that gets results. But the teacher must know what teaching materials to select, from all that are available, and the effective methods and devices of using these materials.

Techniques of Presentation

Methods of presenting the material in the first-term theory course are well established, and I shall not attempt to repeat them in detail. I shall, however, relate briefly the following techniques and methods, which I have used successfully in presenting the theory course.

1. Regardless of the manual or method used (and I have used four different methods), I have always planned the theory course so as to complete it by the end of the first semester.

2. Reading ability is always developed

before writing is begun, and no written work is permitted before the end of the first month.

3. New-matter dictation is delayed until approximately the end of three months of instruction.

4. Word lists are not assigned for writing practice and are not dictated. Only sentence and paragraph matter is written.

5. All word lists are written on the blackboard and are read aloud in concert by the class as they are written.

6. Class activity is varied, to avoid monotony, by the use of reading, writing, and other drills.

7. Analogical form lists and the special business vocabulary forms are presented in small groups and are constantly reviewed until all have been presented. A large amount of reading material containing these forms is assigned for homework.

8. I make a regular practice of writing all material to be presented in class the following day, and frequently practice on the blackboard.

9. I advocate that more time and effort be spent in drilling on forms and in reading the graded materials containing them, and less time in analyzing them and memorizing rules.

10. Enthusiasm is stimulated by making the course continuously interesting, keeping the class noticeably progressing, and constantly keeping the vocational and contest-award incentives before the students.

It cannot be too strongly emphasized that the success of these techniques and methods depends to a great extent on the proper presentation of the material in the *Manual* and the supplementing of this material with

carefully selected matter from other sources. There is much excellent supplementary material that can be used.

I am a staunch advocate of having a complete shorthand library in each shorthand classroom, from which the more industrious pupils may select extra practice and reading matter. Much of the stimulation and enthusiasm that is necessary for exceptional development comes from the use of supplementary books and magazines.

Supplementary brief-form materials may be introduced immediately after the last brief forms have been presented. A reading and writing assignment is made each day to supplement the *Manual*, and some of the practiced easy letters are dictated in class to create confidence and facility in taking dictation.

When dictation of unpracticed new matter is begun, I have found nothing better than *short business letters*. A preview of the words that may cause difficulty during the dictation is written on the blackboard and read in concert by the class before the letters are dictated. The letters are read back by individual students from their own notes, after which they are dictated for a second time.

To clinch the learning of the brief forms, and to promote facility in using them speedily in taking dictation, a specially prepared series of brief-form sentences is recommended. Each student is provided with a double-spaced, typewritten copy of these sentences, on which he writes the correct shorthand forms above the typed words or phrases. The words are counted off in groups of 25, and each day 300 words are assigned for home reading and writing practice on the shorthand forms.

By means of this practice and the dictation given on them in class, the sentences are drilled until they can be read as easily as print and written by a majority of the class at 100 words a minute. This device is started at about the time that new matter dictation is begun and usually continues until the end of the semester.

When writing begins, a written assignment is required from each student for each day. The papers handed in are checked off

◆ *About Julian Wood:* Head of the commercial department, Tooele (Utah) High School. Bachelor's degree from the University of Utah; graduate study during summer sessions. Formerly president of the Utah State Business Teacher Association. Five years' experience in accounting and secretarial work; nine years' commercial teaching.

on a chart to verify the fulfillment of the assignment, but they are not read or corrected. Occasionally I sample the papers to check on writing habits and to pick out faults that serve as a basis for corrective teaching.

I have always worked my shorthand pupils hard, and they like it. Homework assignments are made severe enough to require a minimum of one hour each day for the average pupil. Many teachers do not require half this amount of time, but I maintain that enough work must be done in order to make progress evident enough to keep the pupils enthusiastic. Most of them do not object to long assignments if they are told about them at the beginning of the course and if they can see that they are making rapid progress. I have frequently taken a vote of my pupils on whether they wanted shorter assignments and less progress or the usual assignments with greater progress. The vote has been overwhelmingly in favor of the latter.

Fast Coverage of the Course

What may appear to be an unfortunate situation has become one of my greatest shorthand-teaching assets. Because of necessity, my pupils complete the regular two-year course in from one to one and one-half years. In that time they cover the usual Shorthand I, II, III, and IV, and reach speeds of from 100 to 120 words per minute, with transcription standards that are considered acceptable for vocational use. Perhaps you would like to know how this is accomplished.

Many small and average sized high schools are confronted with the necessity of offering a fairly complete commercial curriculum, consisting of perhaps six subjects, under very cramped conditions. Thus, it is necessary to limit the time for the teaching of

shorthand to less than the desired number of class periods. The second year of work is often left out, and the graduates must go to business college to get the advanced training. I have this curriculum difficulty at Tooele High School, but I am not omitting my second-year shorthand. I handle it in the following manner:

At the end of the first semester, my Shorthand I theory class, which is made up of junior and senior pupils, continues with the usual Shorthand II dictation course. But the better half of this class, including all seniors who are interested in taking this final opportunity to get their advanced work before graduation, is offered an additional speed-and-transcription course. This corresponds to the usual Shorthand III and IV, except that it is more intensive and the homework is heavier.

The slower half of the theory-class pupils of the previous year, who were not permitted to take this special class then, are now admitted. Thus, they too are given the opportunity of getting their advanced training before graduation. The plan really works very well, and most of those who complete this special class are employable and get jobs later. I also choose my contest teams from the eligible pupils in this speed-and-transcription course.

Outcomes of the Plan

The results are indicated by the success of these teams and individuals in the various contests. For five consecutive years they have won first place in the regional commercial contests, and they were awarded first place in the Intermountain Commercial Contest in the spring of 1940, with one of the young men achieving a perfect score of 100 per cent. A number of these pupils have passed the state and Federal examinations for employment and are holding positions at present.

I have saved all the *Gregg News Letter* booklets for the past seven years and use the certificate tests for practice material for the more industrious students. They write the tests in shorthand, making lists of the words they cannot write. I write these words for them on the blackboard later. The train-

ing received, by writing this excellent material into shorthand from the printed matter, has amply compensated my students for this extra practice.

Intensive dictation on increasingly difficult material, with short breaks between takes, careful checking of notes, thorough training in transcription, and much reading and writing practice from supplementary materials, constitute the basic techniques of this special, highly concentrated one-semester course.

The redeeming features of this admittedly rather jumbled curriculum are the evident enthusiasm that is created by the necessity of having to accomplish so much in so short a time and the resulting exceptional development of speed. It is traditional that the shorthand students at Tooele High School work harder than any others in the school, but many remarks of satisfaction could be quoted showing their enthusiasm for this work and their pride in accomplishment. Also, the lazy or slow pupils, who would not succeed anyway, usually avoid shorthand, making a select group of those who do register.

Few tests are given during the whole study of shorthand. This conserves much time for use otherwise. Daily response and transcripts are usually sufficient for grading purposes.

I might summarize briefly by saying that success in teaching shorthand depends on thoroughly adequate teacher preparation, including selection of suitable materials, adaptation of practical teaching methods, and the introduction of devices for creating and maintaining continuous enthusiasm.

BOSTON IS THE MAGNET toward which business educators are turning for the Eastern Commercial Teachers Association convention on April 10, 11, 12, and 13. An excellent program has been prepared around the theme, "Business Education Tomorrow," and outstanding speakers will address the meetings.

In addition to the inspiration provided by the convention, Boston itself offers splendid opportunities for taking guided tours that are equivalent to a review of early American history and literature.

6,000 Most-Used Shorthand Forms

Classified by John Robert Gregg

According to the Chapters in the Gregg Shorthand Manual

THIS list, of which the first installment was published in the BUSINESS EDUCATION WORLD for January, 1941, contains the 6,000 stenographically useful words from the famous Horn list of the "10,000 Words Most Commonly Used in Writing." The omissions represent words that are distinctly nonbusiness words or derivatives offering no difficulty. Among the sources of the original list were at least 1,593,292

words of business letters and letters of application and recommendation.

The entry 7 *acute*, for example, means that *acute* is in the seventh thousand in order of frequency in the entire list of *A Basic Writing Vocabulary—10,000 Words Most Commonly Used in Writing*.

The unit and paragraph numbers shown are those in the Anniversary Edition of the *Gregg Shorthand Manual*.

CHAPTER FIVE

UNIT 13

¶ 112

U

7 acute
4 confusion
1 few
5 fewer
4 fuel
8 futile
2 graduate
3 graduation
4 huge
2 human
10 humane
7 humorous
10 insinuate
8 mule
6 nephew
8 rescue
9 sewer
5 situated
6 tube
5 tubes
10 uniforms
7 unique
4 unit
6 vacuum
1 view

On

6 arouse
6 couch
8 howl
6 mouse
1 now
6 nowadays
7 ounce
4 powder
9 roused
4 scout
9 shout
4 shower

8 showers
9 sour
7 stout
6 towel
7 tower
9 vouch
4 voucher
6 vouchers

Oi

6 adjoining
10 annoy
5 annoyance
7 boil
4 boiler
8 boilers
1 boy
2 choice
8 coil
7 coin
8 embroidery
1 enjoy
10 enjoys
8 hoist
2 join
2 joy
7 joyous
6 joys
3 noise
6 noisy
2 oil
8 oyster
9 poise
10 royally
3 soil
6 spoil
10 toil
2 voice
8 void
8 voile

I

10 aisle
9 analyze

1 apply
4 arise
6 assign
10 attire
4 authorize
6 bite
1 buy
4 buyer
6 buyers
9 buys
10 characterize
9 chimes
8 cite
9 cited
9 climax
5 climb
2 comply
5 confine
8 consign
8 cries
7 crimes
6 crisis
2 cry
10 cycle
9 dime
2 drive
6 driver
2 dry
10 dye
8 excite
3 excited
1 eyes
6 fiber
1 file
2 final
2 finally
1 fine
7 finely
6 finer
10 fines
6 fireplace
6 fires
7 flight
2 fly

4 guide
10 guided
9 guides
3 height
6 heights
6 hide
1 high
2 higher
4 highway
5 hire
8 horizon
10 hygiene
2 ice
7 ice cream
7 icy
8 implies
10 imply
8 insight
2 iron
10 isle
6 knives
7 libraries
2 library
4 license
7 lime
7 mice
10 microscope
1 mine
8 miner
6 mines
8 minus
8 necktie
1 nice
5 nicer
3 oversight
4 pile
10 pilot
4 pine
1 price
5 primarily
3 primary
6 prime
10 quire
6 rely
5 retire
7 rhyme
6 rice
9 rider
8 rifle
6 ripe
3 rise
8 satire
5 shine
9 shines
3 sides
8 sigh
2 sight
7-sights
1 sign
7 site
1 size
9 skies
6 sky
10 slice
4 slide
7 slides
9 specialize
10 specialized
10 spice
8 strife
8 stripes
8 strive
1 style
9 stylish
6 suffice
1 supply
9 thrive
6 tide
3 tie
7 ties
4 tight
5 tile
1 tired
5 tires
6 tiresome
2 trial
6 trials
6 tries

1 try
2 twice
9 twine
2 type
7 unwise
4 utilize
5 vital
1 white
2 wide
7 widely
7 wider
9 wipe
2 wise
6 wisely
7 wiser

UNIT 13

¶ 114

3 alive
4 idle
8 idleness
1 life
8 life's
6 lifetime
1 line
3 lively
2 lives
1 might
2 mighty
1 quite

UNIT 13

¶ 115

2 all right
5 appoint
3 aside
3 awhile
2 behind
9 enlighten
1 find
7 findings
7 handwriting

1 how
3 inquire
1 inquiry
2 inside
1 kind
2 kindest
2 kindness
1 light
5 lighter
8 lightning
4 midnight
2 mile
1 night
1 out
5 outcome
8 outer
2 outfit
8 outlet
3 outline
6 outlook
10 outset
2 outside
1 point
1 power
2 require
10 rewrite
1 right
1 side
3 smile
7 smiles
1 thousand
9 unkind
8 unused
8 upright
1 use
4 uses
1 while
1 why
1 wire
2 write
1 writer
8 writings

UNIT 13

¶ 116

2 highly
10 kindness
1 kindly
9 lightly
7 nightly
5 rightly

UNIT 14

¶ 118

3 radio
7 studio

UNIT 14

¶ 119

10 bias
7 diet
8 liar
8 lion
9 pioneer
7 pious
3 prior
10 riot
2 science
9 sciences
5 via

UNIT 14

¶ 120

Ea

6 area
4 create
7 creation
6 reaction

Ia

9 affiliated
10 bacteria
8 cafeteria
10 humiliation
8 initiate
4 initiation
6 librarian
5 radiator
5 serial
7 trivial
9 variation

UNIT 14

¶ 121

Two vowels

7 abeyance
6 alliance
8 appliance
4 companion
3 compliance
10 conveyance
9 copious
4 cruel
10 diagnosis
5 diameter
9 envious
8 erroneous
6 furious
3 genius
9 harmonious
1 idea
2 ideal
8 jewel
7 jewelry
9 laborious
10 lien
10 mediocre
10 notorious
10 onion
8 patriotism
2 quiet
6 realization
1 realize
9 reliance
4 ruin
7 ruins
6 tedious
8 theories
3 theory
5 triumph
6 tuition
7 victorious
8 violation
5 violence

Diphthong

4 amuse
10 arduous
2 avenue
2 bureau
10 casual

8 deputy
9 dubious
1 due

6 formula
3 genuine
9 ingenuity
1 issue
2 issued

1 knew
6 lieu
1 music
6 neutral
1 new

7 newer
6 newly
6 nuisance
3 overdue
3 reduce

4 renew
3 renewal
4 renewed
4 revenue
10 salutory

7 statue
8 statute
5 strenuous
10 sued

1 suit
5 suited
10 tissue
9 undue
9 unduly

8 visual
10 visualize

UNIT 14

¶ 122

2 across
1 address
1 addressed
1 advantage
6 advantageous
1 arrange
2 arrangements
1 consider
7 considerate
6 considerations
2 dollar

1 enclose
3 enclosure
6 enclosures
1 mail
6 mails

2 object
3 objection
9 objective
1 opportunity
1 please
2 progress
4 progressive

8 reconsider
2 respect
5 respected
4 respective
2 strange

5 strangely
4 stranger
7 strangers
2 throughout
1 trust

6 trustee

6 trustees
1 various
1 wonder

UNIT 15

¶ 124

Short U

8 aprons
6 bacon
10 begrudge
3 begun

5 brush
9 brushes
5 budget
10 bumper
2 bunch

9 clumsy
9 clutch
3 column
10 crimson
8 crush

10 crutches
1 done
10 dump
7 flung

1 fun
1 funny
3 handsome
2 judge
7 legion

3 lumber
5 lump
3 luncheon
10 midsummer

8 plumbing
7 plunge
6 punch
1 run

9 rung
2 rush
9 slumber
10 sponge

10 sprung
8 stump
9 stunning
2 sum

6 summary
1 summer
8 summons
8 sums

7 sung
6 sunk
10 sunlight
6 sunny

7 sunrise
6 thumb
2 ton
4 tongue

1 touch
4 touched
3 trunk
10 undone

Ow

9 breakdown
2 brown
4 crown
1 down
8 downtown
8 drown

10 frown
10 lounge
1 town

UNIT 15

¶ 125

4 announce
3 announced
2 none

UNIT 15

¶ 126

2 assume
4 assumed
8 assumes
6 assumption
8 consume
7 consumer
7 consumption
2 presume
8 presumed
6 resume

UNIT 15

¶ 127

Per, Pur

9 emperor
9 pearl
2 per
4 performance
1 perhaps
2 permit
9 perseverance
7 personnel
4 persuade
10 persuasion
4 purple
8 purse
6 pursue
6 pursuit

Pro

4 approach
8 approbation
5 appropriate
8 appropriated
6 appropriation
3 approve
10 apropos
7 improper
8 probate
8 probation
4 process
4 professional
2 profit
9 prohibit
10 prolonged
2 promise
6 promote
9 promoted
5 promotion
6 pronounce
10 pronunciation
1 proper
3 proportion
4 prosper
4 prosperous

2 prove
4 proven
4 provision
9 provocation

Ble

3 acceptable
2 agreeable
6 applicable
1 available
4 cable
10 changeable
8 commendable
3 desirable
2 double
5 durable
6 eligible
8 equitable
6 fashionable
2 favorable
6 feasible
7 flexible
5 honorable
8 incredible
6 inevitable
10 invisible
4 liable
8 likable
6 marble
7 notable
10 noticeable
2 payable
10 plausible
10 presentable
3 profitable
9 questionable
9 readable
3 reliable
3 remarkable
4 respectable
3 sensible
2 suitable
2 table
9 tremble
1 trouble
7 troublesome
7 unfavorable

Bly

8 doubly
8 forcibly
9 honorably
10 humbly
8 inevitably
6 invariably
10 presumably
7 profitably
8 remarkably
9 tolerably
7 unquestionably

Ple

3 ample
9 amply
3 example
1 sample
2 simple
2 simply

Ment	10 implement	UNIT 15	5 unexpected	3 director	3 probable
6 achievement	5 installment		8 unexpectedly	6 directory	1 probably
2 agreement	6 installments	¶ 128	9 unimportant	10 excel	2 problem
7 allotment	1 judgment	6 prodigious		9 excellence	2 proof
3 announcement	9 judgments	3 produce	UNIT 15	2 excellent	4 recover
3 apartment	1 moment	3 produced	¶ 130	1 except	6 recovery
3 appointment	10 momentary	5 produces		2 exception	1 regret
7 assessment	7 nonpayment		5 accord	4 exceptional	1 regular
5 attachment	7 pavement	UNIT 15	1 accordance	4 exceptionally	10 reorganiza-
3 compliment	1 payment	¶ 129	2 accordingly	8 fireproof	tion
6 complimentary	7 regiment		1 bad	7 imperfect	2 satisfaction
4 document	4 requirement	5 compromise	2 badly	10 impersonal	2 satisfactorily
5 element	10 retirement	5 conform	1 bed	9 improbable	1 satisfactory
5 elementary	1 settlement	1 inform	2 confidence	6 irregular	2 satisfy
6 embarrassment	7 settlements	4 informal	8 confidently	2 organization	2 serious
4 employment	1 shipment	3 recognize	1 considerable	4 organize	2 seriously
8 enforcement	1 statement	7 reconcile	2 considerably	2 perfect	9 seriousness
1 equipment	4 supplement	10 re-enforce	3 correspond	5 perfection	1 stop
4 experiment	8 supplementary	6 reimburse	1 cover	1 person	1 success
7 experiments	2 treatment	9 reinstate	1 direct	2 personally	6 succession
	7 treatments		2 direction	2 persons	8 successive
					4 unsatisfactory

THE BUSINESS EDUCATION DIGEST is becoming increasingly popular under the editorship of Miss Eleanor Skimin and her capable staff.

The *Digest*, which is published in March, May, October, and December, is now in its fifth year. It is the official organ of the National Business Teachers Association (formerly the National Commercial Teachers Federation) and is sent to all members of the N.B.T.A.

The editorial board of the *Digest* is as follows:

Editor-in-Chief: Miss Eleanor Skimin, Northern High School, Detroit, Michigan.

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IF YOU HAVE WONDERED how far you can trust the figures in a survey, you'll be interested in an article by Dr. Donald A. Laird, "Watch Out for Survey Flaws," in the December, 1940, issue of *Advertising and Selling*. Your students in consumer education will also be interested in this article.

Dr. Laird points out that a survey is trustworthy only when it is made to *find out* something, not when its purpose is to *prove* something.

The author suggests:

When someone is using survey results in an attempt to sell you something—be wary of it and have an impartial statistician interpret it for you, for such surveys almost always are undertaken to prove a point and anything can be made to appear proven by them.

A sidewalk survey is unreliable, according to Dr. Laird:

If people do have definite attitudes, it is seldom possible to get the truth by a direct question. This does not mean that people lie—they simply do not consciously know. They have reasons and attitudes but are not always clearly aware of them. Consequently, an off-side, indirect approach is sometimes the best. Consumers have attitudes, but no sales director or public relations department is going to learn what they are by such simple, direct questioning as has been the craze.

Surveys cannot be conducted properly within forty-eight hours; the figures should not be interpreted by someone with preconceived notions.—R. T.



What Becomes of Your Secretarial Graduates?

ERNESTINE C. DONALDSON

THE work of the secretarial-training teacher does not end when a graduate obtains his first position. In fact, this is merely the beginning of the most interesting phase of teaching: watching the graduate progress in the job and helping him to keep adjusted.

Periodic surveys are made by secretarial-training instructors at the University of Minnesota. At five-year intervals, or more frequently if desired, a questionnaire and a letter are sent to all secretarial graduates.

Personal Data and Work History

The questionnaire used by the University of Minnesota School of Business Administration consists of five mimeographed pages.¹ On page 1, blanks are provided for filling in the following information: name, date, address, date of graduation, marital status, and religious affiliation.

The following questions are asked:

If married, do you still desire to continue in the business field?

If married, indicate the length of time you wish to continue in the business field.

Has the fact that you are married interfered with your holding or securing a position?

Have your religious affiliations ever interfered with your holding or securing a position?

A work-history record provides space for filling in the following information for as many as five jobs held *before* graduation: Year, number of weeks held, name of firm, location, nature of work, hours per week, and wages per week.

¹ Because of space limitations, the questionnaire forms Miss Donaldson supplied with her manuscript are described herein, rather than pictured.—*Editor*.

Below the pregraduation work-history record is a form for recording postgraduate study.

Postgraduation Work History

The work history after graduation is to be indicated in two forms on the second page. Space is provided for listing data on as many as ten jobs.

The first of these two forms has the following headings about jobs: Date secured, date of leaving, name of firm, city and state, and nature of business.

The second form carries headings as follows: Salary per week (highest, lowest), entering salary, nature of work in entering position, advancement within firm, and number of office employees.

At the bottom of this page, under "Involuntary Unemployment," is the following text matter:

Recall the *involuntary unemployment* you have experienced since your graduation from the School of Business Administration as a secretarial major. Indicate in the following blank space the *exact number of weeks* (if a series of days, translate into weeks) of involuntary unemployment you experienced each year since your graduation from the School of Business Administration of the University of Minnesota. Do not include lack of employment due to illness.

Spaces are provided for the years from 1924 to the present. These questions follow the spaces for checking:

Are you employed at present?

If you are not employed, is your unemployment voluntary?

Do you feel that there is an opportunity for advancement within the firm with which you are now employed?

A "Detailed Description of Postgraduation Work History," on pages 3 and 4 of the questionnaire, contains these instructions:

Consider each descriptive form listed. Select and check that word or phrase which most precisely describes each position held.

At the right, under "Position," space is provided for information about six jobs. The following list appears at the left:

Means by which position was secured:

- Friends
- Relatives
- University Employment Bureau
- Offices of the Dean or the Secretarial Department

- An employment bureau

- Civil Service test

- Own initiative

- Others (describe)

Remuneration other than salary:

- Pleasant surroundings

- Enjoyment of work

- Vacations (indicate length with and without pay)

- Sick leave (indicate length with pay)

- Bonus

- Insurance

- Opportunity to use your own initiative

- Others (describe)

- Reason for leaving:

- Better opportunities with another firm

- Retrenchment on part of firm

- Your illness

- Discontinuance of firm's business

- Further schooling

- Uncongenial work

- Incompatible associates

- Others (describe)

Organization of service departments:

- Centralized stenographic department

- Centralized filing department

- Centralized duplicating department

- No centralized service department

Supervisory duties:

- Plan work for others

- Supervise other employees

- Organize office

- Manage office

- Investigate references, personal and financial

- Others (describe)

Editorial work:

- Proofreading

- Preparing copy for printing

- Compiling periodical reports

- Others (describe)

Letter writing:

- From shorthand notes

- From dictating machine

- Original composition

- Dictation to others

- Dictation to dictating machine

- Others (describe)

♦ **About Ernestine Donaldson:** Assistant professor, School of Business Administration, University of Minnesota. B.A., Carleton College; M.A., Columbia. Author of a book on shorthand skill. Formerly a consultant on office routine, layout, and equipment. At present on sabbatical leave, studying office management in New York City. Hobby: violin.

Filing:

- Routine filing

- Revision of files

- Installation of filing system

- Transfer files

- Others (describe)

Machine operation:

- Adding machine

- Calculating machine

- Bookkeeping

- Duplicating

General office work:

- Make notes on mail that superior should see
- Read outgoing mail to check up on information, etc.

- Read outgoing mail for mistakes, and revise

- Make up mailing list

- Write letters of condolence or congratulation

- Meet callers

- Make adjustments of complaints

- Make out itinerary or schedule for employer's trips

- Check remittances as to amounts, dates, and signatures

- Bookkeeping or accounting

- Record keeping

- Others (describe)

The fifth page is headed "Present Reactions to University School of Business Courses." Twenty-two courses are listed, each to be checked under one of the following headings according to the graduate's *present* reaction:

- Of almost constant use in my work.

- Of occasional practical use in my work.

- Has aided in appreciation of current economic problems.

- No realized value. Would have preferred an elective.

- Cannot remember definitely whether or not I took course.

- Wish I knew more about this course now.

Other teachers may be able to adapt certain sections of this questionnaire to meet their own requirements. Even if this description does nothing more than call attention to a need for following up graduates and suggest a concrete method for doing so, it will have served well.

Find out what becomes of your graduates!

Broadcasts for Vocational Guidance Within Business Education

E. W. ZIEBARTH and MILTON E. HAHN

RADIO education, since it is essentially aimed at mass education, obviously must be administered to do the most good for the largest possible number of students. Judged on this basis, business education should have priority over other radio training in grades nine through fourteen, for the business curriculum has the largest single secondary-school group with relatively homogeneous vocational goals. Not only is the commercial group in our schools important in size, but the field of clerical occupations is one of the fastest growing and most vocationally compact in our occupational and industrial structure.

To date, the vocational radio programs we have examined have tended to deal with such professions as medicine, law, and engineering, rather than with the many opportunities that lie within related semiprofessional and technical fields.

Some Fallacious Assumptions

Before making suggestions concerning a radio series on clerical occupations and training for these occupations, it will be profitable to review briefly a few assumptions that have made many radio programs dealing with vocational choice ineffective.

The first assumption that we question is *that secondary school students can make valid vocational choices based upon introspective self-analysis*. Those of our readers who have been forced to deal with these student choices; who have seen the rapid shift from occupation to occupation, year after year; who have listened to the complaints of those who "wish they could start over" will appreciate the fallacy that underlies this assumption. As long as we make this assumption, so long will we continue

to broadcast much "right information" to many "wrong people."¹

The second and third popular assumptions are closely related. The second is *that radio programs concerned with vocational choices should concentrate upon occupational information*. Occupational information is necessary, but to function it should probably be fitted to local situations and to the most frequent placement opportunities.

The third assumption is *that students with the greatest amount of occupational information will make the best vocational choices*. This assumption has been made so universally that to question it seems almost impious, but a recent and as yet unpublished study² indicates that this supposed cornerstone of group guidance is part of a shaky foundation.

The material that has seemed to produce the best results upon improving student vocational choices, when combined with individual counseling, was that devoted to the psychology of educational-vocational choices.³

The fourth assumption is *that successful competition in a training course determines the optimum vocational adjustment in so far*

¹ Two recommended references are:

Douglas Fryer, *The Measurement of Interests*, Henry Holt & Co., New York, 1931.

E. G. Williamson, *How to Counsel Students*, Chap. II-III-XI-XX-XXII-XXIII, McGraw-Hill Book Co., New York, 1939.

² Harold C. Stone. Studies under the Committee on Educational Research, Dr. T. R. McConnell and D. G. Paterson, Directors. To be published by the Committee on Educational Research, University of Minnesota, Minneapolis.

³ E. G. Williamson and M. E. Hahn, *Syllabus for the Study of Vocations*, Part I, "Choice of an Occupation," University of Minnesota, 1939. Mimeographed. Copies may be obtained from the Student Book Store, Folwell Hall, University of Minnesota, Minneapolis.

as job entry and satisfaction are concerned. Many students can compete successfully in any curricular offering of the secondary schools. To say, then, that success in a single training sequence should determine the individual's occupational terminal is dangerous.

Too frequently, radio programs and classroom presentations have overlooked the matter of levels in an occupational field. Clerical occupations run the gamut from the "six-year, graduate-degree" occupations to simple routine filing, which can be performed adequately by the junior high school graduate. School people should guard carefully against closing academic and vocational doors merely because a student is getting along well under the *status quo*. Many of our commercial students should be advised to carry a double major—the most common of these being a commercial major combined with the college-preparatory major.

Although these are controversial matters, the burden of proof for things as they are is upon those who accept the above assumptions. Let us now turn to the constructive side of the picture.

Important Concepts in Vocational Choice

Before discussing concepts that are basic to vocational choice, we should like to make the point that *talking at students* has not been an entirely satisfactory instructional technique. Radio presentations are one kind of "talking at" technique. Unless such presentations are followed up by teachers and counselors in order to make individual applications of the general principles presented, this medium is far less effective than it might be. With this in mind we will consider four concepts that we consider of primary importance to a well-rounded series concerned with student educational-vocational choices.

First, *that clerical ability is a relatively unique pattern of aptitudes and abilities, useful if supplemented by an appropriate constellation of interests.*⁴

Students must be made to understand that there is little evidence that anyone can be anything he wishes if he tries hard enough. The individual making the choice must have

an understanding of what it takes to do clerical work in terms of aptitudes and abilities; he must then evaluate his own aptitudes and abilities in comparison with those of persons engaged in the occupation.

The programs must emphasize the help that pupils need in determining ability and interest patterns. Few secondary-school pupils are competent to judge or estimate the amounts of ability or the validity of claimed interests. Even school grades may be a poor criterion unless the student understands just what a given average means in performance compared to workers in the field, *not to fellow students*.

The second concept is *that a hierarchy exists in all human abilities*.

The broad base of the clerical pyramid is composed of those workers with average clerical ability and average scholastic ability. These workers do the filing, the checking, the routine typing, and similar clerical tasks that relatively large numbers of students can be taught to do acceptably.

The smaller group, which can be taught to perform more complex tasks, reach high speeds in shorthand, operate complex machines (such as the Holerith and International Business Scoring Machine), and plan work, is usually trained at a level beyond high school commercial departments.

A much smaller group forms the apex of the triangle representing the hierarchy. In

⁴ The reader will find the following references useful:

D. G. Paterson and John G. Darley, *Men, Women, and Jobs*, University of Minnesota Press, 1936.

W. V. Bingham, *Aptitudes and Aptitude Testing*, Ch. I-IV; XIII-Appendix pp. 324-329; 365-380, Harper & Brothers Publishers, New York, 1937.

Milton Hahn, "The Selection of Pupils for Commercial Subjects," *The Business Education World*, February, 1940.

◆ **About E. W. Ziebarth:** Program director, Minnesota School of the Air, and instructor in speech, University of Minnesota. B.S. and Ph.M., University of Wisconsin; advanced study, Minnesota. Co-author of a book on radio production of plays; author of many published articles. Founded the Minnesota School of the Air, which reaches 75,000 students a week. Formerly with Wisconsin School of the Air. Hobby: collecting phonograph records and first editions.

♦ **About Milton Hahn:** Co-ordinator of Vocational Orientation, University of Minnesota. B.A., Hamline University; and further graduate study, Minnesota. Co-author of a textbook and author of many published articles. Has contributed to the B.E.W. before. Formerly director of guidance, St. Paul Central High School, and co-ordinator of personnel work, St. Paul Public Schools. Hobbies: writing, fishing, golf.

it are the men and women who have received degrees from four-year schools of business administration; who plan filing and book-keeping systems; and who become accountants, statisticians, and actuaries.

What the high school pupil frequently does not understand is the difference between two kinds of ability—academic and clerical. The top positions in the hierarchy are open only to those who complete the college-preparatory sequences or their equivalent as well as the business training.

Our third concept is a corollary of the second; *that students should be prevented from closing doors of training opportunity upon themselves.* The need for emphasis on this point comes from the common practice in secondary schools that allows boys and girls in the early teens to bind themselves to a course of action concerning which they are unable to make logical or reasonable vocational decisions.

If serious barriers are established because of a too-restricted curriculum, later effort to remedy earlier short-sightedness may fail.

Any radio series that is planned to help pupils avoid occupational pitfalls must pass this information on to the pupils, and individual work must also be done by counselors and teachers.

A fourth and well-known concept is *the general utility of commercial subjects for people in general.* Typing has become a needed tool for the majority of our students, whether the commercial major is in question or not. Heretofore we have argued for the academic-commercial double major for certain students; at this point we reverse the argument and make a case for the commercial *minor* for virtually *all* secondary-school students.

Financial restrictions prevent many schools from teaching typing to all students in the ninth and tenth grades. Most schools that

can afford this training make it available to their students. Many persons, who have no intention of following clerical pursuits permanently, gain occupational entry through their ability to type.

College-preparatory students also could use a simplified shorthand to aid them in note taking.

The radio program for commercial students certainly must devote time to this aspect of the commercial department. Students overlook the helpful basal skills offered. They fail to see that one can take much from such training without committing himself to a lifelong occupational plan. This general clerical training helps the school aid the student, since performance in the skills being judged is the best single criterion we have to indicate future performance.

A Proposed Radio Series

We recognize the tendency on the part of the reader to conclude that a presentation of a sample program must be an ideal program. Therefore, the suggested series which follows must be qualified in two ways:

1. This is the kind of program the authors have presented along more general lines with empirical evidence of its acceptability.

2. It is based upon the thinking in a particular university.

In other words, this is the kind of program *we think* would bring the greatest benefits to the greatest number of actual and prospective commercial students.

The series is divided into two parts—first, an orientation to the problem of educational-vocational choices; and second, a presentation of occupational information.

Series I. Important Factors in Choice

1. *The Basis of Vocational Choice.*

2. *Commercial Education—What is it?* A presentation of offerings in commercial departments. Emphasis upon the department as occupational preparation *and* the teaching of basic skills to those who are not interested in the occupational outlets of the department; that is, the academic *major* and the commercial *minor*.

3. *The Clerical Worker—Man Analysis.* What are the characteristics that make a pupil a good risk for clerical training? What methods are available for selecting such pupils? What characteristics aid in the selection of those who

should move into the technical and professional clerical occupations?

4. *Commercial Workers—Jobs for the Many.* Man and job analyses of the clerical world to determine positions that can be filled by the graduate with the equivalent of high school training only. Typing, filing, routine checking, miscellaneous jobs.

5. *Commercial Workers—Technical Jobs in the Clerical World.* Man and job analyses of those occupations which demand work beyond that offered in the typical high school commercial department; the occupations that demand a year or more of specialized training beyond the high school.

6. *Commercial Workers—Professional Jobs in the Clerical World.* Man and job analyses in regard to occupations that demand training beyond the high school and the technical level. People who deal with abstract theory, who can interpret the literature of economics as it applies to their work, who can abstract the literature of their field for superiors, who can direct and manage competently.

Series II. Occupational Information

1. *The History of Clerical Occupations.* The story of how our record keeping developed—emphasis upon strides made since the invention of the typewriter.

2. *Training Opportunities.* Presentation of the training picture in a local area or region. What training is offered locally in various institutions and what can be had in specialized training within a reasonable distance. (The script should avoid mention of specific schools. Such information may be given later, in response to letters.)

3. *Placement* (two programs):

A. How to Get a Job.

B. Local Employment Conditions—Supply and Demand.

4. *Open Roads.* New and relatively uncrowded fields for which training is available. Attention to *closed roads*—the overcrowded fields into which students tend to rush.

5. *We Visit an Office Manager* (dramatization). An interview with an office manager for the purpose of getting the employer's slant on "what it takes."

6. *We Visit a Private Secretary* (dramatization).

7. *Employers Panel.* Round-table discussion of commercial educators and employers devoted to the general topic of the successful clerical worker.

The optimum length for programs like these has been experimentally demonstrated to be not more than 15 minutes, unless the program is a dramatization or a multiple-

voiced presentation with a good deal of dramatic intensity. The dramatized program may run for as much as 30 minutes, but most evidence indicates that even such a series, if carefully prepared, can do very nearly the same job in 15 minutes.

[*The B. E. W. will be glad to hear about all radio programs concerning business education.*]

Businessmen and Educators Discuss Defense

BUSINESS AND PROFESSIONAL MEN met with educators in San Jose, California, recently to discuss what they could do to adjust local business, industry, and education to meet the rapidly changing conditions brought about by the national emergency.

Dr. E. W. Atkinson, head of the department of commerce, San Jose State College, introduced the problem by reviewing the discussion presented in the B.E.W. for last November under the title, "What Can We Do?"

This meeting is typical of what progressive educators should be doing all over the country. The enthusiasm and co-operation evidenced by the businessmen of San Jose may be expected in other communities as well.

Summarized, the conclusions drawn by the conference members are as follows:

1. Business is eager to co-operate with schools and colleges at all times.

2. Educators should co-operate in deciding what training to offer without undue duplication.

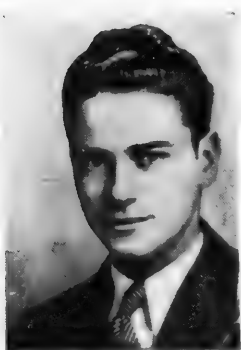
3. Training in the fundamentals is needed.

4. Suitable courses should be developed for students of limited ability.

5. More boys should study shorthand, but there is no other immediate need for preparing more white-collar workers.

ALPHA PI EPSILON, honorary fraternity for college-trained secretaries, has announced the addition of two new chapters, bringing the total to sixteen. The new chapters are at Cottey College, Nevada, Missouri, and Augustana College, Rock Island, Illinois.

Colleges, universities, normal schools, and junior colleges with high standards in secretarial training are invited to correspond with Miss Florence Manning, Los Angeles City College, Los Angeles, California, concerning requirements for eligibility.



High School Pupils Need Consumer Information Now!

ALFRED E. BRAY

IS it advisable to teach high school pupils how to buy goods and services? This question is pertinent to consumer education, whether one thinks of integrated material in available courses or of a separate course in home economics, business, social studies, science, or some other curriculum.

One answer to the question is forthcoming from a survey I conducted in relation to foods, drugs, cosmetics, and wearing apparel. The resulting data definitely indicate that the pupils themselves believe we should teach them how to buy and use these articles and services. We may infer that, if high school pupils indicate a need for such information, they will need it even more in adult life.

No attempt was made to obtain evidence relating to household equipment and appliances. The following questions were asked of 183 pupils enrolled in Grades 11 and 12:

1. How often do you buy for yourself or others the following articles?
2. Are you interested in buying these articles?
3. Which of these articles do you purchase most frequently?

The table on the next page shows the results of the survey.

♦ *About Alfred Bray:* Teacher in Irvington (New Jersey) High School. Bachelor's degree, Indiana (Pennsylvania) State Teachers College; graduate study, University of Pennsylvania and New York University. Member of many associations, speaker before clubs and consumer-education gatherings. Has contributed many articles to the B.E.W. and was one of the authors of the Teacher's Manual to accompany a recent textbook on salesmanship. Hobby: athletics.

Several explanations are necessary in order to interpret the results more accurately. The number of boys answering (81) as compared with the number of girls (102) partially explains the results in regard to cosmetics and yard goods. A large majority of the pupils answering are members of families in the average-income group.

In this particular community, the double session in the school offers an opportunity for the pupils to hold part-time jobs. Of the students surveyed, 73 are employed in part-time work, earning an average wage of \$3.84 a week, of which over 60 per cent is given to their parents.

This factor must not be overlooked, for it presents opportunities for many of these pupils to purchase articles for their own use.

Further study discloses an average weekly allowance of 96 cents per pupil.

Information Needed in High School

At no time are the opportunities available in so great a degree for providing fundamental, practical education for consumers as in this stage of the young consumer's life.

Rational analysis in consumer education emphasizes the need for imparting knowledge in regard to proper use of the goods purchased. Consumer education lacks in practical effectiveness if it does not include information on such matters as the preservation, cooking, and economical buying of foods; washing and cleaning of wearing apparel; and uses of drugs and cosmetics.

In answer to the question, "Which of these articles do you purchase most frequently?" the frequency ranking for the articles listed was as follows. Duplicated numbers

ARTICLE	FREQUENCY OF PURCHASE				INTERESTED IN BUYING?		
	Often	Occasion-ally	Never	No Answer	Yes	No	No Answer
Meat	61	109	13	0	100	74	9
Canned Fruits	73	98	10	2	98	77	8
Canned Vegetables	70	92	21	0	83	86	14
Fresh Fruits	98	74	9	2	136	37	10
Fresh Vegetables	91	80	12	0	120	53	10
Dairy Products	92	76	14	1	106	68	9
Other Groceries	103	77	3	0	111	69	3
Drugs	26	141	16	0	84	90	9
Cosmetics	48	57	72	6	98	58	27
Dresses, Suits	79	98	5	1	173	4	6
Shoes	96	87	0	0	170	5	8
Hosiery	102	48	32	1	127	43	13
Underwear	81	74	28	0	126	44	13
Yard Goods	20	63	96	4	61	94	28

FREQUENCY OF PURCHASE AND INTEREST IN BUYING INDICATED BY A SURVEY OF 183 PUPILS

indicate that certain items were of equal frequency.

- | | |
|---------------------|----------------------|
| 1. Meat | 5. Fresh Fruits |
| 1. Hosiery | 6. Cosmetics |
| 2. Dairy Products | 7. Canned Vegetables |
| 2. Other Groceries | 8. Canned Fruits |
| 3. Fresh Vegetables | 9. Underwear |
| 3. Dresses, Suits | 9. Yard Goods |
| 4. Shoes | 10. Drugs |

Data of this kind may be used in determining what subject matter should be included in our course.

To those interested in consumer education, justification for subject matter is best indicated in evidence forthcoming from such criteria as:

1. Needs, interests, and desires of pupils and opportunities for using information.
2. Probable incomes of pupils.
3. Past experiences of the pupils.
4. Length of course.
5. Qualifications of teachers.
6. Community opportunities for study—surveys, studies, field trips, etc.
7. Organizer's philosophy of consumer education.
8. The possible adult life of the pupil as indicated in his school life.

Conclusions

The evidence is sufficient to justify, in this community, inclusion in the course of information on how to buy and use foods, drugs, cosmetics, and wearing apparel, and

may offer an opportunity for similar justification in other communities.

The income factor of our pupils discloses the need for analyses of budgeting, savings, recreation and entertainment, etc.

Studies of this kind will help in answering the question, "What should be included in the education of a consumer?"

The needs, interests and desires of our pupils must not be overlooked entirely in favor of education for adulthood. Education for youth offers an opportunity for experiences as a youth leading to adult experiences.

JOHAN W. STUDEBAKER, United States Commissioner of Education, in a recent report emphasizes as follows the progress that has been made in vocational-training work:

Twenty-three years of co-operation by the Federal, State, and local forces for vocational training have yielded real preparedness. In 1917-18 the newly sponsored vocational education system could train only 60,000 workers for war industries in eighteen months. During the current year, vocational education will train more than 1,000,000 in addition to the graduates of its regular courses.

As enrollments in the regular vocational-educational program now total approximately 2,000,000 according to Dr. Studebaker's report, the total number that will be served by various educational courses during the coming year will be in excess of 3,000,000.

Students Plan Their Job Campaigns

No. 8 of the Man Marketing Clinic Series

SIDNEY and MARY EDLUND

STUDENTS who are soon to enter business are readily able to grasp the need for a common-sense sales approach in their job-getting campaigns. With very little training, most of them are capable of offering constructive criticisms on the job campaigns of their fellow students. When students work on the campaigns of others as well as on their own problems, their understanding of such problems broadens considerably. Hence, they can do a better job for themselves.

At one of the school Man Marketing Clinics in New York City, all the students were requested to write a letter that could be sent to many prospects in order to get interviews. They were to follow the points discussed in last month's *BUSINESS EDUCATION WORLD*. Here is one of the letters that was submitted to the group for criticism.

Dear Mr. Alling:

Wouldn't you like to have a secretary who has both accuracy and speed? Of course you would. Also a co-operative person, you will admit, is an asset to any business and will save you both time and money. I think I can help you.

I am a graduate of the Blank Business School, one of the best secretarial training schools in the city of New York. While there I took courses in Accounting, Business Arithmetic, Business Law, Typewriting, English, Shorthand, Filing and Indexing, Psychology, and Business Correspondence.

I can type at an average speed of 50 words a minute and take dictation at 120 words a minute. May I have an interview next Monday? I'm sure I can be of assistance to you.

Very truly yours,

The students had heard the leader comment on similar letters. Most of them were genuinely interested in getting jobs and learned readily. They were asked to comment on this letter, using as a guide a printed sheet listing the points given in the March issue of the *B.E.W.* They were encouraged to mention good points and bad.

Even with their limited training, their comments were amazingly good. Important points were referred to the whole group. For instance: "How many of you agree that her stenographic skills should come earlier in the letter? How many like it better as it is?" This made it easy to dispose of unsound criticisms, for the combined judgment of the class was practically always sound and valuable.

Revising the Letter

Here are some of the critical comments on this letter:

1. Show a better understanding of the responsibilities of a secretary, if you want to be a secretary rather than a stenographer.
2. Sell your stenographic skills earlier in the letter, since they are your foundation for the job.
3. The opening could be more interesting. Your prospect knows everything you've said in the first paragraph, except that you want a job.
4. You state some of your abilities. Can you give more evidence that you have them?
5. Don't set one specific day for the interview. Give him a choice, or let him set the day.
6. Your closing statement is too strong. Give him the facts, then let him decide. The same thing applies to the opening paragraph, where you say "Of course you would," and "You will admit."

The leader encouraged discussion to amplify these suggestions. He added only one new point that the students failed to bring out; namely, that the writer of the letter might indicate better how her courses would enable her to serve her prospect. For instance, her business-correspondence course would enable her to handle the simpler correspondence without dictation.

In a former session this student had heard all these and other points well illustrated by the leader, but she had not been able to apply them to her own letter as well as many others had done, or perhaps she had not made sufficient effort. With the help of

these specific suggestions on her own letter and class criticism of other letters—and, perhaps even more important, with her interest and imagination aroused—she was able to bring in a very much improved letter, as follows:

Dear Mr. Alling:

I have asked five businessmen what they looked for when they hired secretaries. Accuracy and reasonable speed are primary requisites. But greatly appreciated, too, is the girl who can place mailable letters on their desks the first time, and who can intelligently assume responsibility. I have given thought to these qualifications and sincerely believe I can help you.

I can take your letters at 120 words a minute, which is faster than most people dictate, and transcribe them accurately and neatly. Or if you prefer, I can answer your simple correspondence without dictation. I can type 50 words a minute and seldom need to erase. I received my training at the Blank School, one of the best secretarial-training schools in New York City.

At Blank, I learned to open and close a simple set of books without assistance. I'm fairly adept at filing. My course was rounded out by a study of Business Law and Psychology.

I've taken an active part in school and church affairs, and learned to get along well with others and at times effectively to direct their efforts.

Would you grant me an interview? I shall phone you next Monday at ten o'clock to arrange for an appointment at your convenience.

Very truly yours,

This improved letter could be bettered, but it appears good enough to get excellent leads for the writer. Sometimes a letter is of real value even though it is never mailed. For instance, one girl with a similar experience in writing a prospecting letter told us recently that she had landed her job. She had not used her letter, but received a lead from the placement office of her school. In speaking of her interview, she said, "All I did was to talk about the things I had to think about a great deal in order to write my letter. If I had not written it, I would have been very nervous. As it was, I knew what to say and got the job." Her letter follows:

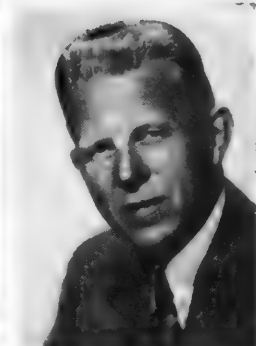
Dear Mr. Johns:

If I were your receptionist, I would endeavor to serve those who come to my desk so satisfactorily that they would think unusually well of your company. I would try, too, to save the time of your executives.

Within a few days now I shall graduate with



MARY EDLUND



SIDNEY EDLUND

SIDNEY EDLUND heads a firm of business consultants and is founder and organizer of the Man Marketing Clinic. MARY EDLUND is co-author with him of *Pick Your Job—and Land It!* (Prentice-Hall) and a director of the Man Marketing Clinic.

honors from the Johnson School. There I have learned something of the work of the various departments of business firms. I believe I could learn about your personnel and your departments in a very short time, so I could direct callers properly.

At Johnson I learned also to type accurately at 45 words a minute.

During a recent gathering, I was introduced to ten persons. When leaving, I was able to call each by her correct name. I've always liked to meet people.

People tell me my telephone voice is good. You may judge that for yourself, for I plan to call you tomorrow afternoon, after school, to ask if I may have the opportunity of talking with you about serving the Tobey Corporation.

Very truly yours,

The writer of this letter had not yet had her test interview at school, but she demonstrated that her thinking about how she might be of real service to her employer was excellent preparation for a real interview. And of even more importance, her thinking intensively on how to be of the most service to her employer could hardly fail to help her do better work after she was employed.

It is because of incidents like these that the student Man Marketing Clinics plan to have each student prepare early in the course a written presentation of the services he has to offer.

Consider the constructive thinking behind occasional letters written by school seniors, which demonstrate in themselves

that the writers could be cub copy writers or cub reporters.

An adequate campaign to enable a student to land the job he wants upon graduation should have several elements. First, there should be a decision by the student as to the kind of job he wants, the kind for which he is fitted. Then he should find out the desirable qualifications for such work and determine how he can demonstrate to his prospects that he has a number of these qualifications. These points we have discussed in previous articles in the B.E.W.

Building a Prospect List

The student should build his list of prospects. It should be longer than will probably be needed, the length depending on the job sought, the demand for such workers, the qualifications of the individual, and the skill with which he goes after the job. It may contain twenty firm names or two hundred.

A card should be made for each prospect, listing the correct firm name and address and also the name, initials, and titles of the persons to be interviewed. Such a list can be compiled from many sources, including friends, town and school libraries, daily newspapers, trade papers, city and trade directories, chambers of commerce, and by telephone inquiry. The school library, in particular, can co-operate by providing source data.

The students in the Clinic can be of great assistance to each other by exchanging names and other data. In some Clinics a central file of names has been kept for the use of all.

It remains for the student to decide how he is to get to each of his prospects most effectively. Some he may reach through friends, some by personal calls, probably many by the prospecting letter, some through employment agencies or other clearing houses for jobs, such as the Chamber of Commerce, the Y.M.C.A., pastor, or church club. Or he may decide to specialize on one method, such as a letter campaign.

In the Clinic he will have prepared a number of tools which he can use, as occasion arises, either in their original form

or with variations. These include the prospecting letter, an answer to an advertisement, a follow-up letter. In many instances, there may be a more comprehensive presentation of his qualifications. For example, the student who has written for his school paper and the local newspaper may have a scrapbook showing his work.

A Scrapbook for Job Seekers

Many students have or can procure or develop considerable tangible evidence of skills that would be valuable in the work they want to do. This evidence may be in the form of descriptions of their work and results accomplished, articles by themselves or others, sketches, photographs, samples, commendatory letters, or other documents. Such material often provides the basis for an organized portfolio. With proper selection, headlines, and descriptive matter, each page, be it two or twenty, should lead the prospect closer to the conclusion that the student in question is unusually well equipped to serve him in a specific capacity.

The students learn the value of campaigns, which may be as carefully planned to enable them to reach their job objectives as the campaigns developed by firms to sell half a million refrigerators or a million radios. The product (in this case, the student) is analyzed. The market is selected. The prospects are listed, and the media are chosen to reach these prospects effectively.

In each of the steps in planning the job campaign, the students in the school Man Marketing Clinic are given the opportunity to offer their constructive criticism, and every student benefits thereby. When such planning is finished in the classroom, all should have a reasonably clear idea about how to pick their jobs and land them.

[The first article of the present series was published in the B.E.W. for September, 1940. The series published in the B.E.W. last year is available in reprint form, under the title "Pick Your Job and Land It!" The reprint, which includes all of Sidney Edlund's B.E.W. articles for last year, sells for 20 cents.]

...When a man assumes a public trust, he should consider himself a public property.—
Rayner's Life of Jefferson.

Accuracy First? I Wonder

ODUS L. MORGAN

*Oceanside-Carlsbad Union High School and Junior College,
Oceanside, California*

TYPEWRITING has taken a great stride forward since the first clicking of the keys some seventy years ago. Instruction in the art has also advanced, but it should advance even further if our typists of tomorrow are to meet the demands of the employers of tomorrow. This is true not only from the vocational point of view but also from the point of view of personal typewriting.

In the past, we typewriting teachers have insisted that our students type correctly from the very first. In other words, we have insisted on perfect papers, have received perfect papers, and have left the students exhausted through practice or looking at the keyboard in order to meet the assignments of the teacher.

When our students asked us what to do to stop making errors, we answered, "Concentrate"—a word that is meaningless to most students. Probably we should have answered, "Be a better machine." Can a person be a machine? Should he be one?

I recall talking with Albert Tangora several years ago in Chicago about requiring accurate or nearly accurate work of students. He said, "Don't teach your students to make errors, but don't explode every time they do make them." In teaching a child to write with a pencil, do we require him to make perfect characters at the start? We do not. Then why should we require the student who "writes" with the typewriter to do so?

We have preached loud and long, "Accuracy first, speed later." We have told the student that he must not strike over, must not erase, must not do this and must do that. Should not the student be relaxed from the very first, striving for positive rather than negative learning? It is true that we should not teach him to make errors, but can a person who is tense be thinking of advancement in typewriting

when he knows that he "can't" make an error, or more than five errors? Why should the fear of error enter into the beginning typist's learning problem?

Ann Brewington, the author of the direct method of teaching beginning shorthand, says, "Keep the students writing. It doesn't make a great deal of difference whether they make correct characters or not, so long as they keep their hands moving." Why can we not use the same method in teaching the beginning typewriting student? Take words, not meaningless "ju's" or "fr's," and have the student write those words at a rapid pace, forming a word or stroke-sequence pattern as fast as he can write the words.

We read by words or even phrases. Then why have the student write five lines of "ju" when he never meets Mr. Ju in a business letter? Let us take simple words, to be sure, but let us in any event use the *word* method plus the Brewington direct method, adapting them to the needs of the typewriting student, and let us discard the old idea of "Accuracy first, speed later."

When teaching the forehand drive, does the tennis instructor say, "No mistakes on this stroke?" He does not. Please don't misunderstand—I am not insisting that beginning typewriting students start at one hundred words a minute and make forty errors on the first line.

What I am trying to say is that typewriting is about the only subject left in our curriculum in the teaching of which we still persist in striving for perfection from the outset. Why not give the idea of "Speed first, then accuracy" a chance to prove itself?

"It just won't work," you say.

The irrefutable answer to that is, "The old practice of requiring perfect copies didn't work either."

Anyhow, give it a fair trial and check the outcomes.

Comments by Harold H. Smith

MR. MORGAN'S convictions carry the more weight because of his rich experience as a skillful stenographer and office typist. His closing invitation to "give it a fair trial" is a polite challenge that no progressive teacher can afford to ignore.

May I remark that he wishes the aim of

"speed first" to convey the idea of concentrating on those feats of mind and hand that, when mastered, result in the speed that is characteristic of all skillful performance, rather than concentrating on speed as a measure of total or average output in terms of words-a-minute. A tricky language, English!

New Names on the B.E.W. Transcription Honor Rolls

LAST month we listed the names of twenty teachers on the B.E.W. Transcription Honor Rolls. In order to get a place on the honor roll, a teacher must submit one or more sets of mailable transcripts on which the students attain a transcription speed of 30 or more words a minute on the senior project or of 25 or more words a minute on the junior project. (See page 721 for the April transcription projects.)

This month we are adding nine names to the Senior Honor Roll, and twelve to the Junior Honor Roll.

Our Honor Rolls now include names of teachers submitting superior transcripts through February 15. If your name has not yet appeared on this list, we hope it will be included next month.

Junior Transcription Honor Roll

Hope M. Cline, Union High School No. 1, Adams City, Colorado.

Jessie M. Crockett, Hampton (Virginia) High School.

Irma Ehrenhardt, Indiana State Teachers College, Terre Haute.

Ina Freeman, Poplar (Montana) High School.

Arleen Littlefield, Kennebec School of Commerce, Gardiner, Maine.

Rachel Maddox, Richardson High School; College Park, Georgia.

Helen E. Porter, Wicomico High School, Salisbury, Maryland.

Katherine M. Snyder, Strayer-Bryant & Stratton College, Baltimore, Maryland.

Vera M. Steininger, Joplin (Missouri) Junior College.

Sister M. Elfrida, St. Augustine High School, Chicago, Illinois.

Sister M. Thomasella, St. Martin Commercial, Chicago, Illinois.

Sister Mary James Richard, St. Paul High School, San Francisco, California.

Senior Transcription Honor Roll

Inez Ahlering, Reitz High School, Evansville, Indiana.

Ruth Frisbie, Liberal (Kansas) High School.

Elsie Johnson, American Business College, Wichita, Kansas.

Rachel Maddox, Richardson High School, College Park, Georgia.

Eleanor McCrory, Drummer Township High School, Gibson City, Illinois.

June I. Newton, The Charles School, Cambridge, Massachusetts.

Katherine M. Snyder, Strayer-Bryant & Stratton College, Baltimore, Maryland.

Helen M. Tuttle, Canton (Illinois) High School.

Sister M. Francine, O. P., St. Catharine (Kentucky) Junior College.

✱

"Education and the National Defense," American Council on Education: "We know that war fans human passions and breeds intolerance and a spirit of oppression. We know, too, that freedom of thought and expression are of the essence of democratic existence. We must, then, redouble the jealousy with which we guard the rights of all loyal Americans to do their own thinking and boldly to declare the result."

A First Lesson in Bookkeeping

Using the Balance Sheet Approach

OLGA BORENSTEIN

School No. 70A, Baltimore, Maryland

EDITOR'S NOTE—Here is another outstanding paper submitted in the bookkeeping lesson-plan contest announced in the December B.E.W. This lesson plan represents a kind of approach decidedly different from that in the lesson plan published in the March issue (pages 593-595).

THE lesson plan described here for introducing beginning bookkeeping by the balance-sheet or equation approach is recommended, not because of any novel devices or unusual presentation, but because the logical sequence of the questioning has been found to lead almost invariably to thorough pupil understanding and satisfaction.

My plan for the first lesson begins thus:

I. Selling the subject:

A. The history of bookkeeping.

B. Why we study bookkeeping:

1. Vocational-use value.
2. Personal-use value.
3. Social-use value.

This is followed by Section II, the presentation of the subject matter. In describing the presentation here, I shall use the dialogue form, with parenthetical descriptions of blackboard work and other activities of the teacher.

Presenting the Subject Matter

Teacher. John Brown has been working as a grocery clerk for five years. Now he wants to open a grocery store for himself. What must he have in order to start his business?

Pupils. Money . . . a place . . . furniture . . . groceries. (Teacher writes these on the blackboard.)

Teacher. What kind of furniture or equipment is needed in a grocery store?

Pupils. A counter . . . shelves . . . scales . . . refrigerator . . . showcase.

Teacher. We call these *equipment*.

John Brown invests in his grocery store. He rents a store in a favorable location. He has \$500 in cash, \$300 worth of equipment, and \$200 worth of merchandise. (Teacher writes these on the board.)

In business all these items—cash, equipment, and merchandise—have a name. Does anyone know what it is?

Pupils. Assets.

Teacher. In business, anything a business or a person owns is called an **asset**. What is the value of the total assets of John Brown's Grocery Store?

Pupils. \$1,000.

Teacher. We can write that down in equation form, this way: Cash \$500 + Equipment \$300 + Groceries \$200 = John Brown's Ownership \$1,000. Or we can say Total Assets \$1,000 = John Brown's Ownership \$1,000.

If a business has no debts, the value of the assets equals ownership.

Teacher. Do you know any words that mean the same as ownership? . . . Assets equal ownership, or net worth, or capital, or proprietorship.

We are going to use this equation most frequently: Assets = Proprietorship.

Do you have any assets, Donald?

Pupil. Clothes . . . school supplies . . . jewelry . . . money.

Teacher. What is their value?

Pupil. Clothes \$100, school supplies \$20, jewelry \$5, cash \$5.

Teacher. Then the equation is \$100 + \$20 + \$5 + \$5, and Donald's proprietorship is \$130. (Writes it on the board. Asks several pupils to give their proprietorship equations.)

Why does John Brown invest his \$1,000 in the grocery business?

Pupils. He wants to increase it.

Teacher. A person goes into business in order to increase his proprietorship.

How can John Brown increase his investment in the grocery business?

Pupils. By selling groceries at a profit.

Teacher. Do you think it is fair for the grocer to make a profit on what he sells you?

Pupils. You are paying for services in addition to merchandise. . . . The grocer buys the merchandise and keeps it all in one place so that you can select what you like and take the quantity that you need. . . . Also, he waits on you.

Teacher. When you buy or sell merchandise, you are carrying on a business transaction. What exchange takes place when you buy merchandise?

Pupils. You receive the merchandise, and the storekeeper receives cash.

Teacher. When you sell merchandise?

Pupils. You receive the cash and part with the merchandise.

Teacher. Each time a transaction takes place, you are getting what you want. John Brown is getting what he wants. Both parties are exchanging values.

What would you say about the relationship of these values?

Pupils. They are equal values.

Teacher. What would you give as the definition of a business transaction?

Pupils. A business transaction is the buying or selling of merchandise or services. It is an exchange of equal values.

Teacher. What do business transactions have to do with John Brown's grocery store?

Pupils. In order to make a profit, a business must carry on transactions.

Teacher. Does everyone have to take part in business transactions? Why?

Pupils. To supply his needs in this day of specialization.

Teacher. Did you perform any business transactions today? What values were exchanged?

Pupils. Riding the streetcar. Going to the store.

Teacher. Let's go back to John Brown's equation. Will you read it, John?

We are going to watch a day's happenings in John Brown's store to see what

transactions take place. How will transactions affect his ownership equation?

Pupil. When he makes a profit, his proprietorship will increase.

Teacher. John Brown finds that the customers in his neighborhood like a certain brand of sausage that he doesn't have. He buys \$10 worth. What happens to his equation?

(Teacher records the increases and decreases as plus or minus underneath the appropriate item of the equation.)

He sells groceries, which cost him \$12, for \$20. What happens to his equation? (Teacher records this and subsequent transactions.)

He pays rent, \$30.

He sells groceries for \$50 that cost him \$80.

He pays the delivery boy \$2.

He sells groceries for \$25 that cost him \$12. What is his new equation?

Has he increased or decreased his original investment? How much? How did you figure it? (Shows statement of Assets = Proprietorship. Ending Proprietorship — Beginning Proprietorship = Net Profit.)

Summary

1. Everything a business owns is called (*assets*).
2. Total assets equal (*ownership*), or (*net worth*), or (*capital*), or (*proprietorship*).
3. An exchange of equal values is known as a (*business transaction*).
4. Money and checks are known as (*cash*).
5. The furniture used by the business is called (*equipment*).

Homework

1. Assign a short exercise similar to the one on the board. Pupils are to show the changes in the equation due to business transactions, and show the profit.
2. Pupils are to use the terms *cash*, *assets*, *proprietorship*, and *business transaction* in sentences, and learn the spelling of each.
3. Pupils are instructed to draw or paste a picture of a business transaction in their notebooks.

Third Contest for Bookkeeping Teachers

Closing Date April 28

WOULDN'T YOU LIKE to share your teaching experience, help beginning teachers of bookkeeping, and perhaps earn \$10, all at once?

For this, the third lesson-plan contest for teachers of beginning bookkeeping, contestants are to submit a lesson plan on Notes Receivable, showing how bookkeeping may be correlated with business arithmetic and commercial law.

All that you have to do to enter this contest is to send the Bookkeeping Editor a copy of the lesson plan you use in teaching this correlation.

Contest Rules

1. This contest is open to anyone who is teaching, or has taught, bookkeeping.
2. The lesson plan to be submitted shall concern Notes Receivable, showing how bookkeeping may be correlated with business arithmetic and commercial law.
3. The plan may be either in outline or composition form, handwritten or typewritten on

8½ by 11 paper. Please use only one side of the paper and have generous margins.

4. There is no word limit. The only requirement in regard to content is that it *must be original*.

5. The contest will close April 28, 1941, and entries received after that date cannot be considered.

6. Address your entry to the Bookkeeping Editor, The BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City.

7. In the upper right-hand corner of the paper write your name, school, and address (street and number, city or town, state).

8. The winning plans submitted in this contest will be published in subsequent issues of the B.E.W.

9. Judges will be Milton Briggs, Clyde I. Blanchard, and Dr. R. Robert Rosenberg. Decisions of the judges will be final, and no entries can be returned.

10. The BUSINESS EDUCATION WORLD will award a first prize of \$10 and three additional prizes of \$2 each for the best plans submitted. In case of a tie, duplicate prizes will be awarded. All papers submitted become the property of the BUSINESS EDUCATION WORLD.

Winners of Second Bookkeeping Contest

THE B.E.W. TAKES PLEASURE in listing the names of the winners in the second lesson-plan contest for bookkeeping teachers, which was announced in the February issue (page 500). The subject for this contest was the Profit and Loss Statement, and cash prizes were offered.

The judges wish to thank all the contestants for their willingness to share their teaching experience. All the plans submitted reflect a commendable interest in the subject of record keeping and demonstrate an originality that insures superior teaching. The winners in the lesson-plan contest on the Profit and Loss Statement are as follows.

TIE FOR FIRST PLACE (\$10 to Each)

Elizabeth M. Kieffer, Senior High School, Chipewa Falls, Wisconsin
Sister Mary Regis, Nazareth Academy, Rochester, New York.

Ethel M. Doney, Senior High School, Ithaca, New York.

WINNERS OF \$2 AWARDS

Helen Peterson, Sterling (Illinois) Township High School
R. E. Patterson, Elmira (New York) Free Academy
Dwight H. Dilley, Durango (Colorado) High School
Rose de Veto, Monroe Evening High School, Rochester, New York
Sister Alice Marie, S.S.A., St. Ann's Boarding School, Rigaud, Quebec, Canada
Susie E. Ogden, Southern Illinois State Teachers College, Carbondale, Illinois

Winners in the third lesson-plan contest, will be announced in June.

The initial contest in this series was announced in the December B.E.W., names of winners were listed in the February issue, and one of the prize-winning contributions was published in the B.E.W. for March.



Trends of Thought In Business Education

J. M. HANNA, Ed.D.

4. Issues in Business Education

WHAT are the problems in business education upon which there is complete lack of agreement among prominent business educators?

In a previous article, eight issues were presented upon which the seventy-eight prominent business educators consulted disagree. On these issues, however, there was some tendency toward agreement, in that a majority supported one particular point of view. On the remaining eleven issues, presented in this article, there is complete disagreement; not even a majority agree upon any one particular point of view.

The first group of such issues upon which business educators are in marked disagreement deal with objectives—in elementary bookkeeping, introduction to business, and other social-business subjects. They are as follows.

9. *The Objective of Elementary Bookkeeping*

Issue 9. Should the primary objective of elementary bookkeeping in the secondary school be to provide (a) basic background for advanced bookkeeping, (b) general business information of a social, consumer, and personal-use nature, or (c) both of these?

10. *The Emphasis in Elementary Business Training*

Issue 10. Should the major emphasis in the course in elementary business training be placed upon (a) its exploratory and guidance values, (b) its prevocational (vocational-background) values, (c) its personal-use values, or (d) upon its social and economic values?

That the objectives of bookkeeping and introduction to business represent definite issues in business education today is not surprising when we consider the rapid changes that are taking place in these subject-matter fields. Bookkeeping is definitely in a transitional period. That business educators consider further reorganization of this subject essential has already been pointed out. It is, therefore, not surprising that the objectives of the course are highly controversial. We do not know where we are headed, and there is disagreement as to where we should be headed.

11. *The Function of Social-Business Subjects*

Issue 11. Should the primary function of the social-business subjects be to provide (a) marginal job training, (b) consumer education, (c) economic education, (d) economic citizenship, or (e) a combination of two or more of these factors?

12. *Reorganization in Social-Business Courses*

Issue 12. If our social-business courses are to be reorganized either in content or sequence, should this reorganization be made so as to meet the needs of (a) all students in the secondary school, or (b) commercial students primarily?

Business educators are not satisfied with the present program of social-business subjects. They recognize a need for the reorganization of the subjects, but they cannot agree as to whether these courses are primarily vocational or nonvocational. To many of these educators the social-business courses represent marginal job training, in

that they provide a breadth of background and knowledge necessary for office efficiency. To other educators they are purely nonvocational subjects that are of as much value to the nonvocational student as they are to his vocational friend.

The issues in the second group deal with the problems of guidance and curriculum.

13. The Objectives of New Courses

Issue 13. If new courses in the business-education department are developed for students of limited ability, should their primary objective be (a) to give vocational training for the lower level of office and store positions, (b) to provide personal-use and social-economic values, or (c) both of these?

The kind of training to be given the student of limited ability is definitely an issue. There are educators who feel that the business world offers opportunity for the employment of such students in the lower levels of office and sales positions. Assuming this to be the case, they state that it is the responsibility of business educators to determine what these employment opportunities are and to prepare a training program to meet them.

In opposition to this point of view, there are those who believe that business has no permanent place for students of limited ability. In line with this reasoning, they conclude that we should be doing a social injustice if we attempted to provide vocational training in a field that we know does not offer employment or security.

14. Limitation of Stenographic Enrollments

Issue 14. To what extent are schools justified in limiting the number of students who may pursue the stenographic course? Should the number be limited (a) to the employment demands of the business community served by the school, (b) to only those students who have demonstrated their ability to pursue shorthand profitably, regardless of the employment demands of the community, or (c) by consideration of whether the curriculum offers other subjects that might prove more beneficial than shorthand to the particular student in question?

We are all familiar with the statement that there are too many students taking shorthand and that the enrollment in this subject should be limited. It is evident from the findings of this study that our leaders are far from agreement on this point. Furthermore, if the enrollment is to be limited, they disagree even more widely as to how it should be limited. In the face of student and parental protest, unreliable prognostic devices, and divided support of prominent business educators, the teacher who sets about limiting the enrollment in his stenographic classes is indeed courageous.

15. Responsibility to Graduates

Issue 15. To what extent should the secondary school assume responsibility beyond the initial placement of students? Is it responsible for the continued education, adjustment, and replacement of the graduates it sends forth?

16. Placement of Business Arithmetic

Issue 16. Can business arithmetic, as a separate course, be justified as part of the commercial curriculum of the senior or junior high school; or should it be merged, correlated, or integrated with introduction to business, bookkeeping, and other business subjects?

17. Typewriting for All Students?

Issue 17. Can typewriting as a tool subject for personal use be justified as a part of the core curriculum of every secondary-school student, provided such instruction has not been made available earlier in the educational program?

Those who oppose typewriting for personal use as part of the core curriculum of every secondary-school student point out that there are many students who will have little or no future use for the ability to typewrite, saying, "Only those students who are going to do a lot of writing should be required to take the subject."

Thus the following groups of students would be placed by these educators on the "no-typewriting-required" list: industrial arts, agricultural, home economics, physically handicapped, and low-ability pupils; those with limited programs; those who

do not have access to typewriters to maintain their skill; and those who simply do not want to take it.

One respondent¹ indicated a somewhat different point of view by stating:

"I question the enormous expense in type-writing equipment and housing . . . furthermore this machine is not found in even a majority of the twenty-five million homes in this country."

18. Revision of the George-Deen Act

Issue 18. Should the George-Deen Act be revised to provide aid for pre-service and non-co-operative training in the secondary school?

The George-Deen Act is now entering upon its fourth year of operation. As an outgrowth of these four years of experience certain business educators propose that the act be subjected to some revision. This group is sufficiently large to make this one of the major controversial issues in business education at the present time.

A study of the opinions of the revisionist group reveals, however, that they are far from being in agreement as to just how the act should be revised. Some would revise it to include pre-service training but not non-co-operative training. One leader feels that it should be revised to pay for coordinators; another would abolish the act entirely.

19. Separate Commercial High Schools

Issue 19. Is the segregation and centralization of all commercial students into separate commercial high schools desirable from the standpoint of sound vocational business education?

The following two quotations summarize the two points of view held on this issue:

Where feasible, a special school of commerce or a business vocational high school should be established . . . properly conceived and organized, these special schools possess the administrative facilities, the special equipment for instruction, and an adequate teaching personnel for offering a wide range of business courses and afford a higher degree of vocational specialization than it is possible to attain in the comprehensive high school.²

¹Paul S. Lomax.

The separation of the vocational school from the ordinary type of secondary school is unfortunate. Regulations and statutes must be modified to bring about their consolidation. When these changes are brought to pass, active co-operation may be expected among groups of teachers and administrators where there is now little more than tolerance and at times open antagonism.³

Conclusion

This series of four articles has presented a list of twenty-seven principles upon which business educators tend toward agreement and a list of nineteen issues upon which they disagree.

It is very evident to the careful reader that the lists as presented are far from complete. There are many important points of agreement as well as disagreement that this study failed to reveal. It is hoped, therefore, that other studies will be made that will explore the field more deeply and will bring to light additional points upon which business educators agree.

Further research is necessary if we are to formulate a code of policies that will guide organized business-education leaders in forming policies.

To avoid an untenable interpretation of the findings which have been reported, it should be pointed out that they represent only *opinions*, not facts. Opinions have value only in the absence of facts. We need more facts in business education. Many of the issues that exist today will cease to be issues when carefully formulated research provides factual solutions. It is hoped, therefore, that future research in this field will not only define issues but will carry them on to a solution.

[*This is the last of four articles written by Dr. Hanna and based on his Ed.D. dissertation, "Fundamental Issues in Business Education," published as Monograph No. 48 by the South-Western Publishing Company. The first article discussed principles on which most educators agree; the second, issues on which there is some agreement; and the third, issues on which leaders tend to disagree.*]

²Nathaniel Altholz, *Business Education As Vocational Education*, National Council of Business Education, *Monograph 40*, page 5.

³A. J. Stoddard, Chairman, The Educational Policies Commission, *The Structure and Administration of Education in American Democracy*, page 19.



Well, Picture That!

DAVID
BALLARD

DO you ever tire of teaching typing from a book? Is it necessary to pad out the second half of the first-year typing course because the class is nearing the last page of the text? How well do your first-year students understand how to line up work accurately and how to use the gadget on the machine that permits writing on lines spaced at odd intervals? (Typewriter manufacturers name the attachment differently, but "variable line spacer" or "detent lever" should identify the part to you.) Are you continually striving to add variety to your instruction and demonstrate to pupils the full range of writing possible on the typewriter? If an answer of "yes" is indicated anywhere along the line, let's compare notes.

A few years ago, in a "short" at one of the local movie houses, there appeared pictures of a man, employed in the accident department of a railroad, who illustrated his reports by typing pictures to indicate the positions of participants and causes of the accident reported. With this thought as a starting point, "I rode a hunch," read commercial papers and magazines, and laid the foundation for a section of instruction that I am now reporting to you.

In the second semester of typewriting, following preliminary manuscript study, we branched off in the following manner. Incidentally, the illustrations shown here are

◆ *About David Ballard:* Teacher and tennis coach, Sandusky (Ohio) High School. Studied at Ohio State University, Gregg College, and Office Training School; graduate study at Ohio State University. Interested in consumer education, guidance, personal-use education. Hobbies: Outdoor sports, bridge, and dancing.

the products of students. Because I did not require absolutely perfect copy, some errors may be evident.

Borders. Simple use of the X and the asterisk about an inch from each side and 1½ inches from the top and bottom of the paper gave the pupils their first practice in dressing up typewritten copy for title, contents, or index pages for reports assigned in other courses. Next, pupils were encouraged to make an original border design, using a combination of strokes or thoughts associated with the report.

The title page of a book report on *Echoes of the War* had a border made with the characters '@*', the reason being that such symbols are often used to indicate violence in speech or thought. A report on Booth Tarkington's *Seventeen*, of course, was suitably decorated with a border made by repeating the number 17.

One student typed the names of all her neighbors around the border; G-O-N-E in the title of Margaret Mitchell's popular novel lent itself readily to a four-sided



PROFILE SKETCHED BY AN ART STUDENT,
TYPED BY THE GIRL IN THIS PICTURE

frame; one enterprising youngster injected humor by subtitling the familiar *So Big* "A Friction Story by Edna Fibber."

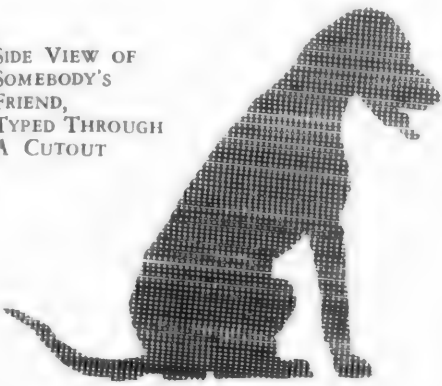
We scheduled the completion of this assignment on a Friday, to permit week-end preparation for the third installment.

Cutouts. From magazines the pupils cut pictures to be used in a manner similar to the profiles. Frames had to be made for small pictures, since the machine would not hold them in place. A definite use for paper holders was demonstrated here, and delicate maneuvering and lining was necessary during the construction. The two other designs shown here were produced in this fashion. (See below and on facing page.)

Many other attractive pictures were presented: by overlapping the letters of "a summer hat of straw" over the cutout of a girl wearing a summer hat, a background effect of straw was demonstrated; movie stars, especially Clark Gable and Dorothy Lamour, would have been flattered by attention paid to them through this medium; *Collier's Magazine* cover designs were common. Soldiers, Charles Atlas, a drummer, autos, and many animals were subjects that attracted our typing artists.

One idea particularly interested me, although the finished article showed less mechanical attention than the thought deserved—a picture of a little girl in the act of saying her prayers was typed by means of the words of three prayers.

SIDE VIEW OF
SOMEBODY'S
FRIEND,
TYPED THROUGH
A CUTOUT

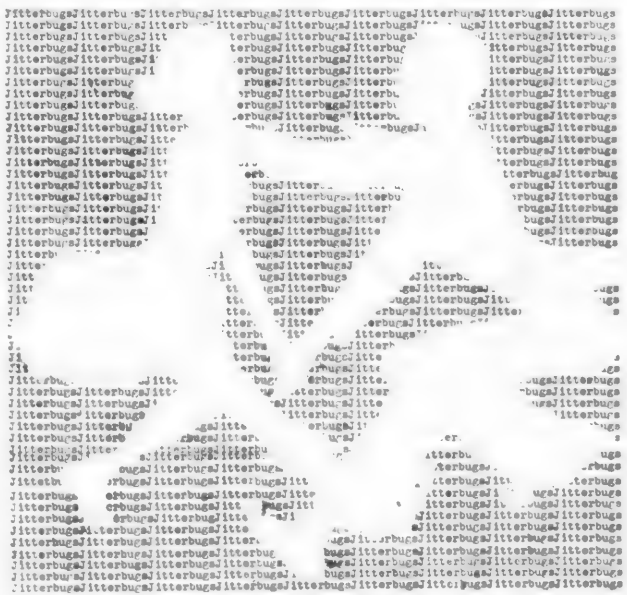


The title of *The Last of the Mohicans* was attractively arranged with each letter, about an inch high, made with X's. Corner designs for this page were made with X's, also, and the fact that the designs showed a strong Navajo influence that might have surprised the Mohicans was not important.

Profiles. During the last day of the work just described, we prepared for the next act. The art department lent us three artists, who drew profiles of everyone in the class. In the ensuing session, the typing pupils used scissors and old razor blades to cut out the profile, being careful to get a smooth cutout and not to damage the frame. By inserting the cutout in front of another sheet of paper in the typewriter and typing around and over the edges of the cutout, each pupil made his own picture.

Similarly, solid pictures resulted from the use of the frame, as shown in the illustration in the upper part of this column. The use of different keys permitted full expression of originality, and competition was keen for places on the bulletin board, where posted material was changed daily.

Two odd bits were attempts to simulate wirephoto by using the period and colon and by alternating the parenthesis signs.



FLYING FINGERS TYPED THIS PICTURE OF FLYING FEET, USING A CUTOUT FROM A MAGAZINE COVER

Here are two tips on the selection of material—outlines must be strong enough to carry the picture, for inside detail work is hard to show in the shadow expressions; avoid small, sharp angles or projections. The latter will catch under the line scale on the machine and cause no end of trouble.

Paragraph Leads. Pupils' attention was called to the fact that the first letter or word in a story or article could be elaborated into a decorative lead.

Personalized Letterheads. Members of the class discovered that they could dress up plain letter paper for individualized correspondence. The copying of handwritten initials offered excellent minute placement practice.

Business Letterheads. We now decided to give the business world the benefit of our fancy writing, and here originality reached the peak. I wish that I had the space to show you many illustrations; here are a few word-pictures.

One boy added to his illustrated heading for a shade dealer the byline, "Watch for the *blind* man who makes our deliveries"; the bell for the Bell Telephone Company was reproduced accurately; a fountain pen along the left side decorated a letterhead for a pen manufacturer; a rake and a hoe bordered, and a coil of garden hose encircled, the name of a store that features gardening implements; for a sporting-goods store, "stick figures" along the side pointed out the variety of athletic activity for which equipment could be purchased; a quill pen suggested the age of an investment company.

Invitations. The typewriter is a valuable tool in social life. Our pupils felt that invitations must have some touch of individuality to insure acceptance. We tried cutouts, phonetic spelling, and picturization. I have since seen evidences of work in this line in preparation for three school parties.

Figures. We borrowed and invented animals and symbols for miscellaneous additions to our manuscripts. We made turtles, palm trees, bamboo, cats, flower pots, ostriches, Christmas trees, soldiers, and Indians!

Pictures. The final section of our work

—pictures—is familiar to you, for during the past several years the BUSINESS EDUCATION WORLD has offered numerous tips along this line for classroom activity. Cross-stitch samplers hanging on your walls at home, patterns in the newspapers, bread wrappers, candy boxes, and original sketches, plus a fertile mind, accurate manipulation of the typewriter, and nimble fingers, will open the door to untouched machine art.

Vital Statistics

Recent Arrivals

Born to Dr. and Mrs. William R. Odell, Los Angeles, a son.

Born to Mr. and Mrs. Earl P. Strong, Washington, D. C., a daughter.

Born to Mr. and Mrs. R. E. Slaughter, Harrisonburg, Virginia, a daughter.

Marriage

Miss Jeanne Rinné Hagar, daughter of Mr. and Mrs. Hubert A. Hagar, of New Rochelle, New York, and Lee Benham Blanchard, son of Mr. and Mrs. Clyde I. Blanchard, of Yonkers, New York, were married on March 6 in New Rochelle.



TO the Editor:

I read with great interest a letter from Ralph Martin McGrath in the February B.E.W., and I feel, as Mr. McGrath does, that in working for national defense we teachers need to put more emphasis upon training the individual student.

I am a business teacher in a small county-seat town where a large percentage of the commercial high school graduates are employed by local businessmen. These men demand skilled workers—workers with desirable personality traits. Therefore, it is necessary for us to devote a great deal of time to training the individual student, both in the tool subjects and in personal qualities.

I, too, believe that we could forego our usual district, state, and national commercial contests or, at any rate, change these to meet the new demands of business. Civil Service and business tests include very little on straight speed and accuracy. It is more important that the student be able to think through a problem effectively and act upon his judgment and conclusions.

Americans must keep their individuality.

The public expenditures for education are going to be scrutinized carefully, and we business educators are going to be asked to justify these expenditures.

Can we do it?—Rosamond L. Rathbone, Clarion (Iowa) Public Schools.

What's Wrong with English Teaching?

WILLIE HUDSON

Humbolt County High School, Winnemucca, Nevada

IN view of the fact that English is not a subject, but a tool with which to express all academic subjects—and all life contacts—the present method of handling English in the secondary school appears to be lacking in efficiency.

The average high school teacher of the regular English department is expected to handle as large a number of students as are handled by teachers of other subjects. In addition, the English teacher is frequently the debate coach, the dramatic coach, the supervisor of the school newspaper, and the arranger of school programs. Occasionally, the English teacher is asked to supervise the school annual and to do considerable community service outside of school.

Much has been said about the uselessness of grading the number of English papers ordinarily required, but there seems to be no way to avoid reading individual themes. While blackboard work does raise the standard of the mechanics of English, individual expression is too delicate a matter to be ruthlessly exhibited, in all cases, to all members of a class. There must be a bond of working fellowship between the teacher and the pupil who has written his best conception of a chosen subject.

A teacher in the academic English department should be burdened with practically no extracurricular activities. He should have fewer pupils than any other teacher in the school. There should be opportunity for conference hours, in which a pupil may, under supervision, correct his errors. Pupils in history, science, sociology, and other subjects are the better for what they learn in these classes, but the public does not examine the extent of their learning in these subjects. On the other hand, each time a pupil speaks or each time he writes a letter,

those about him have definite evidence as to whether or not the instruction in the English class registered.

Freshman English Deserves Specialists

Far too often, the freshman English work is placed in the hands of a teacher who has specialized in some other department of education. The music teacher or the art teacher is told that English awaits him. The teacher suffers; so do the students; and so does the teacher of the advanced course when those pupils reach his classes.

The teacher of freshman English should be a specialist. Points of grammar, sentence structure, and punctuation are too important to be taught by one whose educational interests center elsewhere. The theory seems to be that the elementary school takes care of the fundamentals. It does not and it cannot. The elementary English teacher is even more overworked than the secondary English teacher. Also, there are many points of English that do not register at the elementary-school age. These must be clarified; impressions must be deepened.

It would be better to permit the inexperienced teacher to set forth the glories of Shakespeare, Keats, and Shelley than to trust him with foundation work. In fact, this foundation work must be further strengthened throughout the entire high school course. The two upper classes should be given at least fifty words of spelling a week and the sophomore class perhaps forty. Review of grammar has its place as well as spelling.

How to Make Pupils Error-Conscious

A method that will make a pupil suddenly conscious of his own errors in composition consists in the preparation of an outline amounting to a précis or carrying the story of a personal reaction or adventure, such as a fishing trip, a visit to a national

Adapted from an article entitled "Errors in Teaching English," in the *Nevada Educational Bulletin*.

park, an account of a ball game, or an impression of a motion picture of importance.

Students bring these outlines to class and, with no magazines, books, or written paragraphs, construct themes that are handed to the teacher at the close of the period.

The teacher, red pencil in hand, corrects these themes painstakingly, writing in the exact correction of every error. Each paper is graded down ten on a system of 1-to-10 grading for the slightest error—an omitted comma or a comma placed where one should not be, a poor margin, a needed or misplaced capital letter, an incorrectly spelled word, an error in grammar, or an error in sentence construction.

The difference in importance, if there is a difference, is ignored. An error is an error, and down tumbles the grade—1.5 for one mistake, and so on down until five errors of any kind give the student a failing grade of 4 for the day.

A pupil who makes a 4 on composition test day studies those red marks to find out why he received the 4. Soon, after some disastrous grades at the beginning of a term, here and there a 1 appears. Grades of 1.5 become more frequent, and grades of 3.5 and 4 seldom appear.

Later in the year, the teacher announces that grades will run below 4 on poor papers—in fact, all the way down to 6. If by this time poor pupils are still left in composition, they are struggling valiantly not to go down in the scale of grading.

"It's murder," grinned a high school lad as he looked at the red marks on his returned theme. "A 3, and I worked an hour and a half on that outline."

"Murder is what you need," grinned back the teacher; and the two looked at each other with real understanding of a problem to be solved.

Under the present system in many of our small secondary schools, a student with a 3.5 grade in English may sit upon the platform on graduation day. He goes out with the stamp of that school upon him. If he tries to obtain employment in an office, he may say that he has a diploma from a certain high school. Then, if the employee cannot spell and does not construct his sen-

tences properly, no one investigates his high school record to find that he has had a 3.5 average in English.

Two types of diplomas would be preferable. If a student is so hopelessly defective in English that he must be graduated with the lowest possible grade in that subject, he should go out with a diploma that is distinctly not of university grading. Then employers asking for efficient office help would be warned by the type of diploma he carries.

Business English for All Pupils

Because business English in this commercial age is an absolute necessity, every commercial department and every English department owes to every boy and girl in those departments a definite course of instruction in the writing of business letters. If business English is not given in the commercial department of small high schools, it should constitute a portion of the work in the regular English department. If it is a part of the commercial department, pupils should be taught not merely to take business letters from dictation, but to construct for themselves application and collection letters, orders for goods, letters of complaint, and others.

The commercial department of even a very small secondary school provides many a pupil with sufficient training to hold a position in the local bank or in the book-keeping department of the town's largest store.

It is to the commercial department that the local attorney, the real-estate dealer, or the butcher turns when office problems become too great for the person in charge. Imagine a graduate from the average small commercial department being suddenly called upon to spell the words used in the average lawyer's or doctor's office. It is imperative that a classified business speller be used in commercial and regular English departments.

At best the fundamental knowledge in other departments is merely foundation upon which the pupil may erect information and culture obtained from college or from life itself. The commercial department actually furnishes the pupil of small financial

means an opportunity to earn his livelihood without further formal education. Certainly those in regular English college-preparatory classes would be the better for a course of clear, concise business English, since the pursuit of culture presupposes a foundation of the fundamentals.

It may be argued that there is never enough money to provide a suitable number of English teachers to relieve the pressure. There is money enough for the addition of subjects that the average pupil could manage well to do without.

When English is considered as a tool and not as a subject, English teaching will acquire a new dignity and will attract the abler type of man or woman. The result of the effort to teach English is so disheartening that very few people of real ability are satisfied to stay in the field. Other departments promise less strain and less criticism on the part of the public. Since no gauge is made by the public of the degree of work done in other departments, a teacher is much happier as the head of a history or social-science department.

We deplore the English heard upon the streets and the English employed by the average letter writer. The public wonders why the English teacher has not succeeded in curbing the speech of the many, many students who passed through his hands each day. In addition to having to take the blame for inadequately taught pupils, the English teacher bears the burden of heavy work and of extracurricular activities that some dim tradition has attached to his program. The rest of his mental fatigue may be attributed to the fact that he has high ideals of English and suffers because overcrowded conditions in his department prevent him from working out these ideals with all pupils.

Commercial Schools Contests

THE NINTH INTERNATIONAL Commercial Schools Contest will be held at the Hotel Sherman, Chicago, on June 19 and 20. For full information, contest rules, and entry blanks, write to W. C. Maxwell, Contest Manager, Hinsdale High School, Hinsdale, Illinois.

Students from secondary schools, business

schools, and accredited colleges may enter. Tests will be given in the following subjects: shorthand (four dictation speeds); typewriting (letter writing, tabulation, and straight copy); bookkeeping; machine calculation; and dictating-machine transcription.

Contestants will be classified according to the time they have studied the various subjects, and tests will be offered in the novice, amateur, and open classifications.

A professional one-hour typewriting event has also been announced.

The executive committee consists of W. C. Maxwell (Chairman); Mrs. Marion F. Tedens, Board of Education, Chicago; William A. Twiss, Herzl Junior College, Chicago. George R. Tilford, of Syracuse University, is chairman of the advisory board.

Tri-State to Meet in Cleveland

THE spring meeting of the Tri-State Commercial Education Association will be held in Cleveland this year for the first time.

On the first day of the meeting—Friday, April 25—the features will be the exhibitors' dinner and the semi-formal reception and ball.

On Saturday morning, the Past Officers' breakfast will be followed by a business meeting and election. Charles H. Lake, superintendent of schools, Cleveland, will deliver the address of welcome.

E. J. Bryan, assistant superintendent in charge of senior high schools, Cleveland, is to be chairman of the panel discussion on "Business Education Today." Members of the panel will be F. H. Elwell, University of Wisconsin; Dr. H. L. Forkner, Columbia; D. D. Lessenberry, University of Pittsburgh; P. H. Power, superintendent of schools, Youngstown, Ohio; and T. W. Reinbrecht, of the Chase Brass Company.

Dr. James Thomas, economist and world traveler, will speak at the luncheon.

Reservations should be sent to Miss Willia Brownfield, Glenville High School, Cleveland.

For a complete list of Tri-State officers, refer to the B. E. W. for March, page 590.



A CORNER OF THE NEW OFFICE-PRACTICE CLASSROOM AT THE UNIVERSITY OF ARKANSAS

A Model Installation for Secretarial Training

WHEN typewriting and shorthand courses were first offered at the University of Arkansas, in 1934, the equipment consisted of eight typewriters, a large table with the legs sawed down to proper height, and some straight chairs. The new typewriting classroom, pictured here, has excellent lighting and arrangement of twenty-eight new standard typewriters, individual steel typewriting desks, and adjustable posture chairs for typewriting students.

The office-practice classroom, like the typewriting room, is in the new Classroom Building. Its equipment includes adding and bookkeeping machines, wide-carriage typewriters, and others with justifying devices.

Both the typing and shorthand courses were established and taught by Mrs. Pearl Green. In 1937 the College of Business Administration absorbed this work and began the training of business teachers. Mrs. Green heads the department of business education and devotes part of her time to teacher training. This department was established in 1937 under the joint supervision of the College of Education and the College of Business Administration. Enrollment in typing is four times as great now, and shorthand enrollment is more than three times as great.

At the beginning of the current school year a course in machine accounting was introduced. The course includes bookkeeping and calculating machine operation and the use of dictating and duplicating machines.

The school receives numerous calls for its commercial-teacher graduates.

A circulating library of books on business education has been made available by the University to all teachers in Arkansas.



A WELL-LIGHTED TYPING ROOM WITH ALL-METAL DESKS AND NEW TYPEWRITERS.



A Statement of Standards For Merchandising Students

JOHN C. DELAURENTI

WITHOUT high standards of achievement, our part-time co-operative merchandising program will be a disappointment to businessmen, school men, and co-operative students.

Standards should be set up at the beginning of the retail-selling course. We should start to teach definite work habits early, so that we can bring the student up to the standards of business by the time he has completed his studies or his apprenticeship.

Schools have an exacting task in training the worker to meet the requirements of business as it is conducted today, with centralized departments, highly developed retailing systems, and standards of sales volume. There should be a growing realization among retail-selling educators that, if students are to profit by instruction, nothing less than real job proficiency will be acceptable to their future employers.

Of the many elementary and composite skills that a retail-selling student should master, here are only a few, listed to show the importance of job proficiency:

How to tear paper from the roll in order to prevent waste.

How to handle the under stock in order to reduce waste and spoilage, while still retaining an orderly, attractive arrangement.

How to set up the stock on counters in order to increase selling possibilities.

How to place the stock so that speed and efficiency are gained during rush periods.

How to use the tally sheets so that the book-keeper's time can be saved and so that records become intelligible to department executives.

Many more standards could be enumerated, but these suffice to illustrate the point as to proper work habits.

However desirable it may be to make a good record of sales and to file the tally sheets correctly, customers must not be made to feel uncomfortable. They should be left with the impression that they would rather come back to this particular store than go anywhere else. They should, therefore, feel at home, free to come and go, free to ask questions and to seek advice from those whose knowledge of goods and experience in handling make them expert in suggesting the best answers.

The spirit of service should so dominate the firm and its sales force that a child who knows what is wanted will receive the same treatment and service as would be accorded the most experienced shopper.

Standards concerning attitudes of employees, such as courtesy to one another, are very important, because attitudes are reflected in the store atmosphere.

In a subject such as retail selling—or, for that matter, almost any type of merchandising—standards may be set up and work measured. Not all the results or outcomes of the study and training can be measured with exactness, however. Many by-products of the work of the classroom are designated as concomitant learnings. These may be abilities, habits, attitudes, and appreciations. In any form of instruction planning, the teacher should anticipate the outcomes that accrue to the learning activities of the particular subject for which the planning is done. This applies both to the specific and to the concomitant outcomes.

Regardless of the capacity in which the retailing employee works, he should fulfill the following requirements:

1. Build a retail vocabulary that he can use with intelligence and understanding.

2. Become familiar with the retail field in general, so that he will understand its development, present status, and possibilities. To do this, he should watch current activities and changes in order to see how they are interrelated. He should watch especially local retail activities and situations.

3. Be able to give basic facts on retail conditions and discuss significance of the retail trade, its trends, and styles.

4. Develop the ability to use and understand sources of retail information.

5. Develop an executive point of view.

6. Never forget the customer point of view.

7. Realize the importance of planning and the need for open-minded analysis of situations as they occur.

8. Be able to adapt himself to his environment and build confidence in his customers. (Some people can sell but fail to build a following.) In other words, he must develop a keen knowledge of human nature and be able to use tact and diplomacy. He should, therefore, possess or develop the ability to handle customers naturally and convincingly.

9. Become a master of the many details of retailing, not their slave. The retailer should not be annoyed or bothered by details, but he should have the ability to watch them and execute them properly.

10. Have the ability and the desire to continue to study and learn in order to rise to positions of greater responsibility.

11. Learn how to handle, efficiently and quickly, the many forms and reports used in retail stores—for example, selling service blanks, floorman service blanks, elevator service blanks, telephone shopping blanks, shopper's rating scales, customer's complaint cards, and customer's return sheets.

How Standards Are Established

The establishment of standards is a natural consequence of business advancement; for, when a certain field of business matures, there develops a natural and ideal method of doing the job.

A standard must not be considered as

◆ **About John DeLaurenti:** Supervisor of distributive education for Central and Southern Illinois. Holds degrees from Greenville (Illinois) College and New York University. Has been a commercial teacher and an administrator in the Illinois high schools and has been a retail-store owner and manager. Has done auditing and selling and was formerly an assistant sales manager. Member of Phi Delta Kappa and Delta Pi Epsilon.

merely a tradition. It is, instead, a carefully thought-out procedure, based usually upon research and experiment. It does not stand in the way of improvement of methods.

Commercial teachers, especially retail co-operative teachers, should be aware of the minimal requirements of their kind of work. They should be aware of what is being accomplished in the field of retailing as to standards and retail procedures. Those responsible for commercial education should be well informed as to the present trends in standards for retail employment. Business is constantly looking for ways to reduce costs and increase output. In retailing, the goal is to increase the sales per employee (sales volume). Retailing teachers in the co-operative part-time classes should base their teaching and set their standards of achievement strictly on what the job requirements may be in the actual business settings.

[The foregoing article discusses only the standards of achievement for merchandising students. The author has also prepared suggestions for achieving these standards. Interested teachers may obtain this additional material, in mimeographed form, by writing to the Board for Vocational Education, Distributive Education Department, Springfield, Illinois.—*Editor.*]

THE NATIONAL Clerical Ability Tests will be given this year on May 14, 15, 16, and 17, under the sponsorship of the National Office Management Association and the National Council for Business Education.

Tests for the following occupations will be administered: stenographer, bookkeeper, typist, dictating machine transcriber, calculating machine operator, and file clerk.

Tests may be given wherever there are persons who wish to earn certificates of proficiency, and where an educator or an employer is willing to sponsor a local test center.

For information, write to Harold E. Cowan, Senior High School, Dedham, Massachusetts.

Student Teachers' Department

Conducted by
MARION M. LAMB

*Who couldn't, in this classroom gay,
Enjoy school work every day?
Bright books and wall prints, plants and flowers,
Keep spirits high in working hours.*

The Classroom Atmosphere

SINCE physical environment plays such an important part in our school lives by increasing or destroying our pleasure in our work, let us consider the classroom, its appearance, equipment, and daily care.

There is usually a reverse relationship between a person's educational status and the attractiveness of the classrooms in which he finds himself. Think of your own primary or kindergarten rooms and contrast them with the rooms in your high school and college. The further one progresses in school, it seems, the less attractive one's school environment becomes.

At one time during my college days I became converted to the idea that perhaps, as the mind grew rich in wisdom and knowledge, its owner retreated into inner sanctuary and thereafter ignored the trappings of this life; otherwise, how could one explain the bleak, chalky rooms in which we discussed the beauties and glories of ages past?

Since that time, I have come to a somewhat different point of view. I believe that kindergarten and primary rooms are attractive because kindergarten and primary teachers have been taught the importance of creating an environment that is stimulating to young children, whereas teachers of advanced grades evidently have been allowed to overlook these important, tangible factors in favor of more intellectual abstractions.



Granted that it is possible to learn a great deal from a competent teacher in a dismal, dirty classroom, do we not agree, nevertheless, that it is infinitely better to learn—and to teach—in a clean, cheerful room that approaches our highest standards? Would we not further agree that too many classrooms are a reflection upon educators and the type of education that they offer?

The Ideal Classroom

Actually, there is no such thing as an ideal classroom for all teachers and pupils, since the requirements of the room vary according to the age of the boys and girls, their interest, and the subject matter to be taught.

It is pleasant, however, to indulge in some wishful generalities and to determine just what we would choose if we could create a classroom that would conform to our every desire. What would you order?

Light, cream-colored walls, brightened by two or three good pictures?

Maple or oak desks that provide a place for books and plenty of working space for students? Adjustable chairs? A teacher's desk about thirty inches by forty inches, with plenty of drawer space for papers and records?

Windows on two sides of the room, preferably to the left and back of the pupils? A modern indirect or semidirect lighting system?

Plenty of blackboard space, preferably to the front and right of the students? Attractively lettered maxims on the cork molding above the blackboard? Several cork bulletin boards placed at strategic points to exhibit class work, graphs, charts, and clippings?

Adequate but unobtrusive provision for heating and ventilation?

Two or three low bookcases filled with brightly bound reference materials? A metal vertical file or storage cabinet in one corner of the room? Flowers on the desk and flowering plants at the windows? And last, but not least, all the materials and classroom supplies you need neatly stored in the large, room-like cupboard at the back of the room?

Wishing may not be reality, but it's the first step toward it. Certainly wishing helps!

But the real trick lies in taking the classroom that is given to you and transforming it into a room that is inviting and stimulating to the students. This is not easy to do, particularly when the subjects one teaches are commercial subjects quite unsuited to the colorful treatment one might give a Spanish classroom, for example. (Is this treason?)

Because of space limitations, we shall discuss only typewriting and shorthand classrooms. The office-practice laboratory is a subject in itself and merits special treatment.

Comfort and Cleanliness

Let us attend to first things first by checking our rooms for the physical comfort or discomfort they offer pupils.

Is there sufficient room for students to work efficiently? Is the aisle space adequate? What about the desks and chairs—can they be adjusted to student needs or must students be adjusted to them? Do the chairs offer comfortable support?

Is there sufficient natural and artificial light to prevent eyestrain and fatigue? Do the windows have shades that can be adjusted to prevent sun glare and shadows?

Can a temperature of from 68° to 70° be maintained according to a thermometer properly placed at head height on the wall opposite the windows? What provision is

made for fresh air? Is the air in the room dry and irritating? If it is, is there a vaporizer for the room or any other successful means of humidifying the air?

Closely allied to the question of comfort is the matter of cleanliness. Student cleanup committees appointed by the teacher can keep the floors clean, the blackboards washed, and materials and supplies in order; but they can do little about dirty windows, stained walls, and cloudy light fixtures.

If janitor service is chronically remiss or lacking altogether, a teacher can and should remind the principal of the school frequently that conditions are far from satisfactory and, failing to get co-operation, sponsor a series of candy sales or similar projects to raise money for janitor service.

There are few administrators who would long refuse to shoulder responsibility for the cleanliness of classrooms in the face of student and teacher determination to maintain high standards. As a matter of fact, administrators are probably more vitally concerned about the cleanliness of classrooms than teachers are.

Inexpensive Visual Aids

Schorling, in his excellent book, *Student Teaching, An Experience Program*,¹ states that every classroom should have at least 50 square feet of blackboard space and at least 42 by 72 inches of bulletin-board space.

Blackboards, as every attentive student teacher knows, are of the utmost importance for demonstration work in subjects such as shorthand and for diagrams, directions, summaries, and drawings for temporary use.

Blackboard work is sometimes made especially effective by the use of colored chalks. For example, many teachers use chalk of a certain color when it is necessary to write incorrect outlines on the board for explanation purposes, and then they always use the same color, so that the thought "error" is immediately suggested to the students. And, as you know, the incorrect outline is eventually covered by an X.

Blackboards for most purposes should be

¹ Ralph Schorling, *Student Teaching, An Experience Program*, McGraw-Hill, 1940.

unlined, but the blackboard used for short-hand should be lined. You can line a board easily and inexpensively with an old-fashioned ice pick and a smooth-edged yardstick, placing the lines four inches apart.

Uses for Bulletin Boards

Bulletin boards, skillfully used, are a motivating device in any classroom. Have three or four of these boards, if you have room for them; you can always find uses for them. Cork bulletin boards are desirable and are well worth their cost, but if expense is a factor, you will find that burlap mounted on frames is several times better than no bulletin boards at all.

We have all read of the many and varied uses for bulletin boards, and from past issues of this magazine we have received some excellent ideas for helpful, attractive displays. One of the most practical values of bulletin boards lies in their power to raise standards of work done in class.

For example, in the typewriting room you may exhibit the best typing of a class on one board; on a bulletin board devoted to "horrible examples," you may post letters and exercises that represent carelessness and disregard of rules; on a third bulletin board, you may post examples of good business letters recently received. If the examples on each of these boards are changed every day or two, students will maintain high interest in the displays and you will notice improvement in individual work.

A "horrible-examples" bulletin board no doubt is contrary to all pedagogical theory, but I can testify to the fact that it has high student appeal and does accomplish its purpose. If you cover all identifying names and initials on the papers that are horrible examples, write a comment on the bottom of each paper concerning the fault or faults it represents, and then post all these papers on one board under the heading "Horrible Examples," you'll find, I think, that these concrete illustrations are worth a million words describing how letters should be written.

Then, too, bulletin boards give us the opportunity to present individual achievement within the class by impersonal graphs and

charts, and to post honor rolls and work of outstanding merit.

Student interest in bulletin boards is heightened if each member in each class serves at some time on a bulletin board committee, which is responsible for clipping pictures and articles from papers and magazines, trade periodicals, pamphlets, and catalogues. Many of these clippings are worth keeping and should be mounted on cardboard, shellacked for permanence, and carefully filed for future use.

Some of you may be fortunate enough to teach in a room which has a foot-wide paneling of cork above your blackboard. This space is ideal for drawing the attention of students to especially important phases of work. Pertinent pictures, cartoons, and hand-lettered maxims can usually be used to advantage on this molding.

Variety is indeed the spice of life in bulletin-board displays, and variety is best achieved if teacher and students work together in gathering display materials, to be classified under subjects related to business life and business education.

Before we conclude our discussion of inexpensive visual aids, let us say a word about charts on rollers. If perchance you wish to have a chart of brief forms of your own making for ready reference, you may draw your chart on a white, ivory, or light buff window shade and use it with satisfaction, provided the size of the shade is suitable for your purpose.¹

How to Get Visual Aids

Visual aids need not be expensive. It is possible to get free copies of pictures and maps from various organizations interested in promoting education in general and their wares in particular. Take, for example, the materials distributed by the typewriter companies for classroom use: keyboard charts, pictures of typing champions in typing position, enlarged parts of the machine—all valuable aids and ours for the asking!

¹ See Harriet P. Banker's *Lamp of Experience* Department in the *BUSINESS EDUCATION WORLD*, February, 1941, page 561, for a description of the use of window shades in phrase-building drills.

Many of us cannot have motion-picture films, lantern slides, or even stereoscopes to enliven our teaching, but all of us can bring some visual aids to class, and occasionally we should rise to special exhibits—of the various styles of letters, for illustration, or a collection of the Gregg awards won during the year, to highlight student achievement!

The Equipment in the Classroom

The equipment of the classroom will depend upon the subject matter taught in the room; a laboratory of any kind will have more specialized equipment than a general classroom.

For example, the modern typewriting laboratory, according to Blackstone and Smith,² should have desks, typewriters, chairs, a vertical metal file, a supply cabinet for cleaning materials, copyholders, dictating machines, duplicating machines, good blackboards and bulletin boards, paper cutter, demonstration stand, desk trays, call bell, interval timer or stop watch, wastebaskets, metronome or phonograph with records, cleaning materials for typewriters, screwdriver and pliers, staplers, paper punches, paper fasteners, dictionaries, business reference books, covers for typewriters, pencil sharpeners, supplies, textbooks and supplementary books, teachers' books, calendar, mimeoscope, stylus, test materials, postal scales.

Obviously, a shorthand room would require less equipment.

In any case, the teacher should keep records about every piece of equipment and see to it that the equipment is kept in first-class condition by the students using it. You will find it worth your while to set up a card catalogue, having one card for each major piece of equipment. On each card you should record the history of the piece of equipment or furniture: identifying number or description, purchase date, price, condition when bought, repairs needed during service, cost of repairs, and comments.

One of the most valuable lessons to be learned in the use of equipment is its care, and the teacher who assumes full and un-

divided responsibility for classroom equipment overlooks an opportunity to develop student responsibility. A good workman takes pride in his tools, and a pupil must be led to take pride in the machines and furniture he uses.

General Care of the Classroom

The students should not only take care of the equipment of the room; they should be given the responsibility for maintaining good working conditions in the room. Given adequate janitor service, they should be able to regulate the physical conditions of the room and to take care of the supplies so that learning goes forward at a maximum rate—as it never will if the teacher tries to perform every task herself.

When you are teaching, appoint student committees to take charge of the lighting, heating, and ventilation of the room; to take charge of the consumable supplies; to take care of the equipment of the room, reporting defects to you.

Allow the students to go one step further. They should see to it that the room is as pleasant as possible. The plants and flowers should not all belong to teacher, to be taken care of by teacher!

Students good at drawing and water colors should be invited to hang their pictures in the classroom; the manual-training worker should be given the chance to cover himself with glory by contributing a demonstration table to the typewriting laboratory.

Students less talented and capable may be able only to bring their radios to class for special programs, or plan a special bulletin-board exhibit, or get a group of reference books together for the classroom library.

Every student should be allowed and even expected to do something for the group, and full credit should be given for every contribution.

The fundamental fact is that the classroom should belong to the students, not to the teacher. It should be theirs to care for and theirs to enjoy. If we remember that, and act accordingly, we are likely to teach in classrooms more attractive than we could ever have made them by our own individual efforts!

² Blackstone and Smith. *Improvement of Instruction in Typewriting*, Prentice-Hall, Inc., 1936.

"Dear Mr. Sears Roebuck"

HARLAND V. MAIN

Harrison Technical High School, Chicago

IN the offices of Sears, Roebuck and Company, one of the outstanding examples of that great American institution, the mail-order house, several hundred young women typists write from 3,000 to 5,000 letters a day to customers, composing directly on the typewriter.

In order to qualify for this work, an employee must have had a high school education and a "good general background," must know how to typewrite, and must understand the handling of orders. Girls from rural communities and small towns are preferred because of their appreciation of what the mail-order method of buying means to the customer. One correspondent, asked why she was not more generous in her adjustments of customers' claims, replied, "The customer does not deserve any more. I would not expect more." She reflected her early home training, in which every penny counted.

It is a Sears practice to promote people to these jobs from other departments, but outsiders are sometimes hired. Promotions from this department are to the position of assistant to some other department head, to secretarial work, to the advertising department, and to other key positions.

Nature of the Letters Answered

The letters that come to this department are of three kinds: complaints, requests for permission to return goods, and sales inquiries. Beginning correspondents answer the simpler letters. The complaint letters fall into three classifications, relating to delay or nonreceipt of goods; damage to goods; and customers' dissatisfaction with merchandise.

The cause of delay can readily be checked. Usually the customer is told the time of shipment and is asked to write again if the delivery has not been made by the time the letter is received. Such a reply may be made

with a form letter, either complete or with space for an additional special paragraph. This is the kind of work given to the beginning correspondent. Some causes for delay in receipt of goods may be shipment from a distant warehouse or factory, nonreceipt of goods from the manufacturer, or incomplete information.

The satisfactory adjustment of the other types of complaints requires knowledge of the product, the company, its policies and methods, and a desire to satisfy the customer so that he will accept the adjustment and retain a friendly feeling toward the company and continue to buy from it.

Since the objective of all letters must be not only to satisfy the customer but also to sell him further on the ideal of fair treatment so that he will continue to buy, the employees are encouraged to study such books as Frailey's *Smooth Sailing Letters*, Wheeler's *Tested Sentences That Sell* (both published by Prentice Hall), and Baker's *The Correct Word and How to Use It* (Correct English Publishing Company).

While the handling of complaints incurs considerable expense, the number of complaints in relation to sales is not large. Nevertheless, there are people who take advantage of the situation.

For example, a person ordered rather expensive merchandise and remitted with postage stamps. In a few days he returned the merchandise and obtained a refund. Since all complaints are recorded on cards, it is easy to check a repetition of similar complaints from the same source. The second time this person asked for a refund he was told that, since the amount was rather large and that the stamps were taken as an accommodation, the refund would be made in stamps. An investigation disclosed that the stamps were stolen and that this had seemed an easy way to obtain cash for them.

It is Sears, Roebuck's practice to return the customer's letter to him with the reply. Usually no carbon copy is made. If the customer is satisfied, no further use is to be made of either of the letters. The only record made is on a card that shows the nature of the complaint and the adjustment. If complete action cannot be taken at once, the situation is explained to the customer, and his letter is held until it can be answered in full.

Inquiries cover many topics and situations. Customers write to ask, "Do you still sell items listed in old catalogues?" They are encouraged to present problems, such as "What draperies do you suggest for my living room, which has furniture and rugs of such-and-such colors?" They write to ask where to get repair parts for old machinery and equipment.

Inquiries are divided into groups according to the kind of merchandise and the amount of the order that may result from each inquiry.

Supervision of Correspondents' Work

Each correspondent makes a daily report of the cases she has handled—from 50 to 150, depending on the nature of the problem and the amount of time necessary to obtain the information needed to answer the letter.

In addition, two other methods of supervision are used. Letters that are passed on to other clerks for a cash or merchandise refund are read by these clerks and if found to be below standard are referred to the supervisor for further information. At times the entire day's letters of one correspondent are read by the executive in charge and are rated according to the following points, which are printed on a card arranged for rapid checking of positive and negative impressions:

Appearance: Good, fair, poor typing; margins; alignment (right margin).

Message: Thorough; complete.

Language: Simple; stiff; trite; friendly; formal.

Construction: Arrangement of facts and ideas; sentences; paragraphs.

Handling: Knowledge of work; judgment.

Argument: Choice of words; tact and diplomacy; logical ideas; confidence; sales talk.

Spirit: Expresses desire to serve; enthusiastic; interest in customer and company.

Personality: Friendly; conversational; formal; free; cold; stiff.

After this study, the employee is told of her rating, commended for her good points, and shown how to improve her letters. More emphasis is put on errors in technique than upon honest errors in judgment.

Copies of letters that are found to be below standard are reproduced photographically on a large scale so that a group may observe the nature of the errors, such as poor choice or repetition of words or ideas; statements implying some unsatisfactory action of the customer; or statements that might be mistaken for expressions of fixed company policies or that seem to show a lack of interest in the customer or the company.

Sears has found that the use of the phrase, "it is the policy of the company," does not promote good relations with the customer. If it is necessary to replace merchandise, the replacement should be made gladly, without implying, "We have given you the benefit of the doubt this time, but we will not be so lenient next time."

In order to cement a friendly, personal relationship between customer and company, each of the more experienced correspondents is assigned to give individual attention to a group of especially active customers. Each of these customers is informed that the correspondent has been assigned to act as his personal representative. The customer writes direct to his representative, who takes a real personal interest in his purchasing problems and often relates some personal experience as the basis of a sales talk. These correspondents sign their own names to the letters they write.

Dr. Alexis Carrel: "Unless we emulate certain worthwhile features of Fascist education—notably their discipline and utilization of every waking hour—we shall be no match for the tougher products that result from such an education. Democracy may have to be defended on the battlefield. Can it be adequately defended by those who spent their adolescence listening to radio romances, or expressing their pitiful little personalities in water colors and tantrums?"—*Reader's Digest*.



How Private Schools Can Increase Placements

CHARLES C. BAKER

EDITOR'S NOTE—Mr. Baker writes on placement primarily from the business-school point of view, but his suggestions apply as well to placement of high school graduates.

THE progressive operation of a private commercial school is dependent upon the completion of three major factors: Enrolling students, training students, and placing students. Administrators realize that upon the successful completion of this cycle depends the existence of their schools. Not all, however, have the vision to realize the tremendous importance of the third factor, employment, and how strongly it affects the other two.

Placement Affects Enrollment

The beginning of this cycle is the enrolling of students. Obviously a school with no students is no school at all. But just as obviously students are attracted to a school that enjoys a high placement record. With the exception of college-bound students, most young people in a private business school are receiving their last formal education. They are paying to receive this intensive, practical training with one primary thought in mind—to get a job when their training has been completed.

A few graduates each year have jobs waiting for them. A few more, gifted with initiative and varying amounts of luck, go out and find jobs for themselves. But a far larger number depend on the employment bureaus of their schools to get them started.

These students originally enrolled so as

to get a job. If they get it, they will be happy; they will tell others and unconsciously do a bit of valuable free advertising. If they do not get a job, they will be unhappy; they will blame the school and, either unconsciously or deliberately, do damage.

Furthermore, a high placement record offers a powerful basis for formal advertising.

Training to Fit Employers' Needs

Formal education is a means to an end. In the private commercial school, this end is immediate employment. It follows, therefore, that training of this nature must be highly practical and must meet the requirements of employers.

If an employer is not satisfied with the initiative, skill, or personality of a graduate, he will avail himself of the services of another employment bureau when future assistance is needed. If, on the other hand, an employer is pleased with his choice, he will continue to patronize the same bureau and will tell his business acquaintances of his good fortune. This makes for more job calls, and this in turn has a direct bearing on enrollments.

An employer must be given exactly what he wants—and a progressive school will constantly adjust its curriculum to that end.

The tendency on the part of a large percentage of private school administrators is to overestimate enrollments and underestimate employment. Many hours are spent in soliciting and many dollars are spent on advertising, while employment is more or less

left to take care of itself. When employment is so relegated to the cellar, the futures of dozens of young people are jeopardized and the school ceases to be progressive.

An administrator who sincerely considers the interests of each student, as well as the continued prosperity of his school, will use every known means to stimulate the flow of jobs. The following twelve suggestions have been tried and found practical.

A Systematic Placement Plan

1. Carefully select the person to be placed in charge of the employment bureau. Energy and initiative are needed here.

2. Send out a group of advanced students each year to make a "Survey of Business" in your community. Under this plan the students interview the employment managers of a variety of the community's leading industries. They make their own appointments, visit the employers, and pass in a written report. Samples of questions asked are:

- a. What are the greatest weaknesses found in office employees? Technical? Personal?
- b. What technical skills do you require? What speed in shorthand? Typing?
- c. What machines are used?
- d. Besides technical knowledge, what qualifications do you require?

Such a survey gives a valuable cross section of employer expectations. It develops confidence in the individual student, frequently leads to a job, and keeps the school in the mind of the employer.

3. Join the Chamber of Commerce. The few dollars thus spent mean continuous contact with employers.

4. When students are interviewed for a position, have them present to the interviewer a mailing card, on the back of which is the applicant's name, a request that the interviewer jot down his confidential opinion of the applicant, and a space for this opinion. The employer is made to realize that the school is trying to serve him better. The opinions stated, even though only a small percentage of cards are returned, are a great aid in correcting weaknesses.

◆ *About Charles C. Baker:* Vice-principal, The Merrill Schools, Stamford and South Norwalk, Connecticut. Majored in education at Springfield (Massachusetts) College; postgraduate study at Columbia. Taught in two public schools in Stamford; has also had retail-selling experience. One of the authors of a revision of the religious-education curriculum of the Episcopal Church, to be published soon.

5. Personal visits to employers constitute probably the most valuable single plan to stimulate employment. This, however, must not be overdone. If friendly calls are made on employers twice a year, a personal acquaintance and understanding can be developed that cannot be attained by letters or telephone conversations.

Knowing the exact type of employee desired by an employer justifies the recommending of a graduate who has the necessary qualifications. Inquiry into the satisfaction of a recently placed graduate develops invaluable good will.

6. Invite prominent, local business leaders to lecture to the student body once a year on the operation of their businesses. Two distinct advantages result from such visits:

- a. The various employers actually become part of the school, thus obtaining a close-up picture of its policies, objectives, and courses.
- b. The students obtain a broader view of business and develop an appreciation of the many problems connected with it. They make the acquaintance of business leaders and formulate a less fearful opinion of them.

7. Between the first and fifteenth of June each year, send to employers a short letter relative to substitute vacation employment. Announce that the school employment bureau specializes in filling vacancies caused by vacations. Suggest that, in order to minimize confusion, the substitute hired will spend a day or two in the office before the regular employment period without pay.

Send many of these letters to small concerns, those normally employing an office staff of one, two, or three persons. Many permanent jobs result each fall from the success of such temporary employment.

8. Familiarize students with the mysteries of the interview. Each year many efficient

workers fail to obtain jobs because they lack the ability to sell themselves. The school can correct this weakness to a large extent by teaching and practicing "interview technique" right in the classroom.

This, however, is not enough. Students must climax their theoretical training with a real interview with a real employer. Most employers are sympathetic toward nervous applicants and will gladly co-operate with the school in this practical training. Students develop much-needed confidence and occasionally sell themselves into a job.

9. Experience increases the value of any worker. It is usually hard for a student to obtain experience. One of the more feasible solutions to this problem is to have students do volunteer work for noncommercial enterprises. Churches, hospitals, the Community Chest, the Y.M.C.A. and the Y.W.C.A., the Salvation Army—all these always have clerical work to be done. These organizations depend almost entirely on volunteers, so that there is little possibility of students' supplanting paid workers. The students thus gain experience; the organizations, service.

10. Many employers demand that an applicant present a letter of application and a personal-data sheet. If the applicant does not possess these, he must hurriedly compile them. This necessitates delayed response, shows lack of preparation, causes incomplete and poorly constructed papers, and frequently causes loss of the job opportunity.

It is a highly practical procedure to have each graduate arm himself with a good letter of application and a complete, well-arranged data sheet. It is also desirable to keep in the school files three or four data sheets for each graduate, to be used to meet unexpected requests of employers.

11. Frequently when a job opens in an office, a graduate employed there finds himself in a position to recommend to his employer that he call the employment bureau of the school. Obviously, such a recommendation is to be expected of any loyal alumnus; but an annual letter to the alumni on this subject is advisable as a means of strengthening the tie between that group and the school.

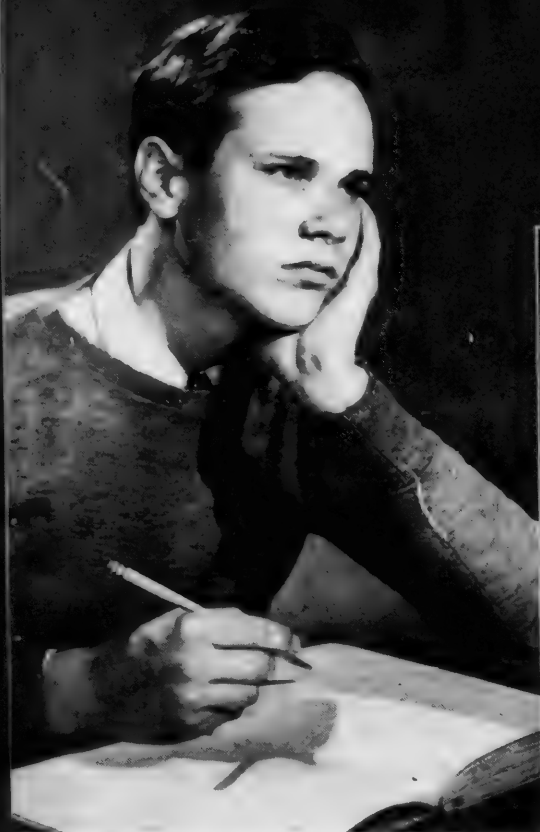
12. Technical skill alone seldom is enough either to get or to advance in a job. Good business conduct, proper dress, ability to work in harmony with others, loyalty, promptness—these are necessary assets if a worker is to mount steadily the ladder of success. They are, unfortunately, assets which the average student underestimates.

To educate young people to realize the tremendous importance of these personal attributes calls for definite classroom instruction, emphasizing the actual opinions of businessmen as revealed by the annual survey of business, suggested in the second of the numbered paragraphs in this article. To develop these attributes as permanent parts of each individual's character necessitates correlation of a personality study with all subjects in the curriculum. This means that faculty members, by example and informal personal suggestions, must strive daily throughout the year to improve their students' personalities and instill in them desirable business habits.

The employment situation must be examined continually—and with optimism. It is not something that can be left for fate. Job turnover in the commercial field does not fluctuate greatly, but competition for jobs has shown a marked increase. To wedge into this competition and to prepare students to survive it requires vision and hard work on the part of the commercial-school administrator. The rewards justify his efforts, however, for they mean the gratitude of his students and the continued advancement of his school.

A SUPPLEMENTARY summer-session activity that is growing in popularity is the short-term business-education institute that is being offered by a few of the universities. The one that is to be offered this summer by the University of Cincinnati, under the direction of Ray G. Price, assistant professor of business education, is typical.

The Institute at this University will be held for two weeks, June 16-28, inclusive. It will provide the opportunity for concentrated study with several national authorities in the field of business education, among them being H. G. Shields, Louis A. Leslie, D. D. Lessenberry, Elvin Eyster, Harold Smith, and Paul L. Salsgiver.



MAKING NEW FRIENDS IS AN ACTIVE PROCESS. WISHING MUST BE FOLLOWED BY DOING.



THE LONELY GIRL IN THE LEFT FOREGROUND COULD

MID-TERM tests are over—two more months until vacation! That's what April means to you and to thousands of other teachers.

But to your graduating students April means planning for graduation and anticipating that all-important job-hunting campaign.

What can we do to lighten their fears and build up their self-confidence? First, we can help them perfect their skills to equal employment requirements. We can encourage them to acquire work habits that are essential to success on the job.

We know that the "get-by" attitude is fatal in an office—and it is up to us to erase this attitude. Students preparing for em-

ployment can't afford at this time of year to be satisfied with two out of three letters mailable, all accounts posted correctly except one, present at school every day except two. There are no exceptions allowed in an office.

Second, we can help the students develop an employable personality. This is not done overnight; neither is it done in three months, but since it is a cumulative process, we had better begin our efforts as soon as possible. Of course, many of us already have begun.

In setting up a personality-building program for the months of April, May, and June for our graduating students who will go job-hunting soon, let's consider the following emphases:

April—Finding the weaknesses and prescribing the cures.

May—Getting ready for the interview.

June—Making the interview successful.

EDITOR'S NOTE—We have asked an experienced teacher of personality development to suggest classroom activities emphasizing certain phases of personality development of interest especially to students who must be prepared for a job at the close of the school year. The second and third articles will appear in the May and June issues.

Understand People

in personality development

ENCY

Photographs by Ewing Galloway



WITH THE GROUP IN CONVERSATION ON THE STEPS.

Finding the Weaknesses and Prescribing the Cures

Take an hour to discuss with your students the important matters of bodily health and cleanliness.

As you know, most companies allow employees a number of days' sick leave—but the employees who take advantage of this permission are not the ones who are considered for advancement to the good jobs that require attendance every day. Some companies offer bonuses to employees with perfect records of attendance.

As a basis for this discussion, have each student ask himself the following questions:

Health: Am I consciously watching my diet so that my energy is sufficient for the work expected of me? Is my complexion clear, and does my skin have a healthy color? Am I listless because my circulation is below normal and my muscles lack exercise? Am I sleepy? Am I careless about



WORK DONE TOGETHER WIDENS INTEREST AND IS OFTEN THE BEGINNING OF FRIENDSHIP.

my daily health habits? Do I seem to be flabbily fat or am I needlessly thin?

Cleanliness: Can people tell from my appearance—the way I do my hair, the sparkle of my teeth, the condition of my fingernails, the absence of offensive odors—that I am careful to be clean at all times?

The weakness of the student may be his inability to adjust himself to others in group situations, or he may be a person of narrow interests. As a basis for class discussion on these topics, have the students answer for themselves the following questions.

Attitude When With Others. Do people like to be with me? Am I a good sport? Do I pass my own responsibilities on to others? Do I get impatient when I don't have my own way? Am I a "spoiled baby"? Am I co-operative? sympathetic? cheerful?

Interest: Am I self-centered? Is my mind alert and receptive to new ideas? What are my hobbies? Do my hobbies contribute to my growth in mind, skill, satisfactions, or general well-being? Do my interests make

me a worthy member of society or am I coasting along with the crowd? Do I waste time and energy in useless activity or inactivity?

There is no better way for a student to improve his attitude when with others than to cultivate a liking for people, an interest in the peculiarities of human nature, and an appreciation of persons as individuals. This understanding of people comes from constant association with others in work and play. The young person who finds that his disposition is his weakness will discover that in order to improve his disposition he has to make sacrifices—but this change of attitude on his part will draw the interest and friendship of his associates.

The most attractive personalities reflect a background of varied interests and activities. The stay-at-home and the I-wish-people-would-pay-more-attention-to-me persons are largely responsible for their situation. It takes real effort and sometimes a definitely planned campaign to get away from oneself, to break a dull and sluggish routine, and to discover enlivening avenues of thought and action. Encourage your students to make use of every available moment for lively, constructive activity.

Have your students solve the personality project given here. It is offered because of our belief that personality development is the result of experience and continued practice and that the working of problems of this character will suggest to students that it is possible to build a desirable personality by following a planned program.

This project is addressed to the student. It suggests that he seek out new acquaintances and friends. You can help by making suggestions regarding the types of persons who will prove most interesting and who will themselves benefit by the new contact.

Enlarging One's Interest in Others

HAVE you noticed that the most popular persons—that is, the genuinely popular persons who not only know how to win friends but how to keep them—seem to have a natural liking for people? They enjoy the company of others, in small groups or large.

You call it a *liking* for people, but it really is an *understanding* of people. You can't expect everyone to have the same particular likes and dislikes that you do. Each person is of a different temperament and disposition. When you realize this and can make allowances for these differences in individuals, then you will have passed the first step toward increasing your interest in other people.

The next step is learning how to cultivate the friendship of many persons of *all types*. Your own personality grows in proportion to the variety of experiences you have as the result of contacts with many other people.

Do you realize what the result of these widening contacts will be? You will unconsciously or consciously choose to imitate the characteristics you admire most in those with whom you associate.

You know the ancient sayings, "A man is known by the company he keeps" and "Birds of a feather flock together." In this project you are going to make a new ac-



Photograph by Ewing G.

A GENUINE INTEREST IN THE PROBLEMS OF OTHERS
TO UNDERSTANDING AND MUTUAL HELPFULNESS

quaintance and see whether he has a few of the characteristics you would like to have typical of the birds of *your* feather.

Instructions

Set out deliberately to make the acquaintance of at least one person different from those with whom you ordinarily are associated. If you are known as the athletic type, then choose a person for your study from the so-called studious type. Or, if you realize that you have had an unconscious prejudice against persons of a certain race or color, choose one of them to help you with your project.

You may find your study-subject sitting right next to you in your class, or riding on the same school bus, or among your neighbors and friends of your family. You won't have to go far to find stimulating persons to cultivate.

One girl, who was working on a project of this nature, was having a hard time to overcome her timidity and didn't seem to be able to "break the ice" with someone she did not know. One morning while running for the streetcar, she turned a corner suddenly and bumped into one of the girls from her school. They both fell down, sat up finally on the curb, and laughed and laughed. Talking to each other from then on was easy, and the timid girl decided to use this new acquaintance for her project study-subject. They eventually became close friends. I hope you won't have to knock someone down to get your project study-subject!

When you have selected the person you want to know better, learn as much as you can about his attitudes, interests, and background of experience. Tell him about your project, if you like.

Say to him, for example, "I know you're very much interested in journalism. When did you discover your interest, and what do you plan to do with it after you finish school? I know very little about the subject myself, and if you will tell me a little about it, you will be giving me some mighty interesting information and helping me with my personality project at the same time."

After talking with this person two or three times, you will be ready to complete

this project. My guess is that you will find this exercise so fascinating that you will continue your search for interesting personalities, perhaps to the extent of making it your hobby.

When you have studied your new acquaintance, record in writing a discussion of each of the following topics, using not more than fifty words for each:

1. Describe the person, or persons, you met. (One is required.)
2. Why did you choose this person, and how did you make his acquaintance?
3. Name five or more characteristics you admired about this person.
4. What characteristics, if any, would you like to imitate and make a part of your own personality?
5. Would you like to form a lasting and intimate friendship with this person?

Typewrite your answer, if possible, on one side of a standard sheet of paper 8½ by 11 inches in size. Put the following identification at the top:

Your name, your teacher's name, school, and school address.

Don't be alarmed at the pronouns "he" or "him" in this project. Your new acquaintance may be a boy or a girl, a man or a woman. If you have difficulty in making friends with members of the opposite sex, this will be a good time to conquer your timidity.

To the Teacher

If you wish, you may send the solutions to this project, with a 10-cent examination fee for each solution, to the B.E.W. Department of Awards, 270 Madison Avenue, New York. Each student whose solution is acceptable to the examiners will receive an attractive Senior Certificate of Achievement.

Whether or not you send for the certificate, write us a letter telling of your experiences in administering this project and your frank opinion of its value as an aid in the development of one phase of personality.

Complete results of the Fourth Annual B.E.W. Project Contest will be published in the June issue.

TED'S HABERDASHERY

One of the B.E.W. Bookkeeping Projects

MILTON BRIGGS

(Approximate working time, 2 hours)

EDITOR'S NOTE—Here is an opportunity for your students to test their bookkeeping abilities on an interesting bookkeeping project.

Send your students' solutions to this bookkeeping problem, with the examination fee of 10 cents for each solution, to the B.E.W. Awards Department, 270 Madison Avenue, New York.

Acceptable solutions will earn for the students Senior Certificates of Achievement and membership in the Order of Business Efficiency. Members of this honor society are entitled to wear the beautiful gold pin that is pictured on page 742.

ASSUME that you are a bookkeeper in Ted's Haberdashery. This is a store where men's clothing is sold, and there are five departments: Suits, Overcoats, Sweaters, Shirts, and Ties.

Rule a Purchases Journal and a Sales Journal similar to the models shown in Figure 1 and Figure 2, and record the following transactions for the current month:

- 1 Purchased from J. S. Rinehart Manufacturing Company, 83 Eddy Street, Providence, 12 suits at \$18.49 each, 5 dozen sweaters at \$17.40 per dozen, 4 dozen ties at \$6.75 per dozen. Purchase No. 1743; terms 3/10, n/60.

- 2 Sold to Christopher Edmunson, 1 suit at \$23.98, 6 ties at 75 cents each. His address is 497 Coffin Avenue, City. Sale No. 7067; terms 2/10, n/20.
- 3 Purchased from N. D. Norris & Sons, 727 Chester Street, Fall River, 6 dozen shirts at \$16.83 per dozen, 8 overcoats at \$22.48 each. Purchase No. 1744; terms 2/15, n/30.
- 4 Purchased from J. S. Rinehart Manufacturing Company, 2 dozen sweaters at \$1.89 per sweater, 4 dozen ties at \$6.38 per dozen, 13 suits at \$15.67 per suit. Purchase No. 1745; terms 3/10, n/30.
- 5 Sold to John F. Gray, 52 Rockland Street, City, 1 suit \$21.49, 1 overcoat \$24.98, 6 ties at 69 cents each. Sale No. 7089; terms 4/10, n/60.
- 7 Sold to James R. Hays, 256 James Street, City, 3 suits at \$17.84, 4 shirts at \$1.69 each, 6 ties at 69 cents each. Sale No. 7094; terms 4/10, n/20.
- 8 Purchased from N. D. Norris & Sons, 5 suits at \$26.75 each. Purchase No. 1746; terms 3/15, n/30.
- 9 Sold to Christopher Edmunson, 1 overcoat, \$25.69, 4 shirts at \$1.75 each.

FIGURE

PURCHASES					
Date	F.	Account Credited	Address of Creditor	Terms	Order No.

FIGURE

SALES					
Date	F.	Account Debited	Address of Customer	Terms	Order No.

- Sale No. 8007; terms 2/10, n/30.
- 11 Sold to William Trought, 28 Calumet Street, City, 1 suit \$29.50, 1 sweater \$2. Sale No. 8036; terms 2/15, n/30.
 - 12 Sold to James R. Hays, 1 overcoat \$24.98. Sale No. 8047; terms 2/10, n/60.
 - 13 Sold to Augustus McKenna, 17 Braley Road, City, 2 suits at \$29.75 each, 1 shirt \$1.59. Sale No. 8086; terms 2/10, n/60.
 - 13 Purchased from Klien's Manufacturing Company, 181 West 82d Street, New York, N. Y., 2 dozen shirts at \$17.25 per dozen, 4 overcoats at \$26.40 each. Purchase No. 1747; terms 3/10, n/30.
 - 15 Purchased from N. D. Norris & Sons, 2 dozen ties at \$7.22 per dozen, 3 dozen sweaters at \$23.50 per dozen. Purchase No. 1748; terms 3/10, 2/15, n/60.
 - 16 Sold to John F. Gray, 1 suit \$17.95, 3 shirts at \$1.75, 3 ties at 75 cents per tie. Sale No. 8091; terms 2/10, n/20.
 - 18 Sold to William Trought, 4 shirts at \$2.25 each, 1 overcoat \$30.75, 3 ties at 60 cents each. Sale No. 8113; terms 3/10, n/60.
 - 19 Sold to Arthur Charette, 290 Conduit Street, City, 1 suit \$17.95, 2 shirts at \$1.98 each. Sale No. 8117; terms 2/15, n/30.
 - 20 Purchased from M. B. Brown, Inc., 715 Tremont Street, Boston, 1 dozen shirts \$16.59, 5 suits at \$19.72 per suit. Purchase No. 1749; terms 3/15, n/60.
 - 20 Purchased from Klien's Manufacturing Company, 6 dozen ties at \$7.98 per

dozen. Purchase No. 1750; terms 4/10, 2/15, n/30.

- 21 Sold to Augustus McKenna, 2 overcoats at \$23.75, 3 ties at 95 cents each. Sale No. 8119; terms 2/10, n/20.
- 22 Sold to James R. Hays, 3 suits at \$29.75 per suit, 5 shirts at \$1.95 each. Sale No. 8260; terms 2/10, n/30.
- 26 Sold to John F. Gray, 1 overcoat \$25.78, 2 shirts at \$1.98 each, 3 ties at 75 cents each. Sale No. 8263; terms 3/15, n/30.

Instructions

1. Total and rule both journals.
2. Post.
3. Make a trial balance.
4. In one paragraph, not more than fifty words, answer this related-thought question: What are the reasons for having records of the purchases and sales in each department rather than one purchases and one sales account for the business as a whole?

Personnel of the B.E.W. Awards Service

Miss Rhoda Tracy is manager of the Awards Department and director of the transcription division.

Miss Dorothy M. Johnson is director of the business letter and business personality divisions and author of the projects in those subjects.

Milton Briggs, of New Bedford (Massachusetts) High School, is director of the bookkeeping and business fundamentals divisions and author of the projects in those subjects.

1

JOURNAL

Amount Credited	Suit Purchases Debited	Overcoat Purchases Debited	Sweater Purchases Debited	Shirt Purchases Debited	Tie Purchases Debited

2

JOURNAL

Amount Debited	Suit Sales Credited	Overcoat Sales Credited	Sweater Sales Credited	Shirt Sales Credited	Tie Sales Credited

English-Improvement Aids

No. 6 of a Series

Selected by E. LILLIAN HUTCHINSON

EDITOR'S NOTE: Teachers of English often desire short, well-selected lists of spelling demons, pronunciation demons, etc., for drill purposes, for testing, for extra-credit assignments, or similar uses. This monthly service page is designed to save the teacher's time in collecting such material. It is suggested that the page be clipped out and mounted in a scrapbook. Suggestions for this page will be welcomed.

Spelling Demons

- | | |
|----------------|----------------|
| 1. accumulate | 6. lien |
| 2. dynamos | 7. persevere |
| 3. fictitious | 8. practically |
| 4. grievance | 9. remittance |
| 5. influential | 10. subsidiary |

Pronunciation Demons

- | | | |
|----------------|-----------------|-----------------|
| Not | | |
| 1. coupé | kōō' pā' | kōōp |
| 2. different | dif' ēr-ēnt | dif' rēnt |
| 3. Helena | hēl' ē-nā | hē-lēn' ā |
| 4. interesting | in' tēr-ēs-tīng | in' trā-stīng |
| not | | |
| | | in-tēr-ēst' īng |
| 5. whether | hwēth' ēr | wēth' ēr |

Most-Used Words: 51-60

- | | |
|----------|----------|
| 51. when | 56. your |
| 52. him | 57. any |
| 53. them | 58. more |
| 54. her | 59. now |
| 55. war | 60. its |

Synonyms

Center. A point and implies an enveloping object.

Middle. Less precise than *center* and suggests space rather than a point.

Midst. Implies a number of enveloping objects.

You must determine the *center* of your page before you begin this tabulation.

The new store is located in the *middle* of the block.

I found myself in the *midst* of a noisy crowd.

Words Often Confused

Official means pertaining to an office, authorized.

Officious means overbold in offering services, meddling.

The first *official* act of the new mayor was the opening of a new children's playground.

His secretary is too *officious* in handling callers.

Eminent means distinguished, outstanding.

Imminent means threatening to happen at once.

My lawsuit is being handled by one of the most *eminent* attorneys in San Francisco.

Because of changes *imminent* in the regulations, we will not reprint our office manual at present.

A *site* is a position, a plot of land suitable for building.

Cite means to mention a passage or an author as a reference or example.

Sight means a scene; vision; also used as a verb, as to *sight* land.

A modern apartment building is to be erected on the *site* of the old theater.

He *cited* the Constitution of the United States as his authority.

Snow-covered mountains are a beautiful *sight*.

Vocabulary Building

Categorical. Explicit, precise, unqualified.

Titular. Holding the title to or honors of an office or position, without its duties or responsibilities.

A Punctuation Rule

When only a fragment of a sentence is quoted, the quotation marks should be placed around only the exact words being quoted; that is, no interpretations or introductory remarks should be included within the quotation marks.

The customer complained that the dishes shipped to her "were not properly protected and were carelessly wrapped."

The clause in our specifications that "all the surface earth is to be carted away from the premises" has not been adhered to.

A Writing Pointer

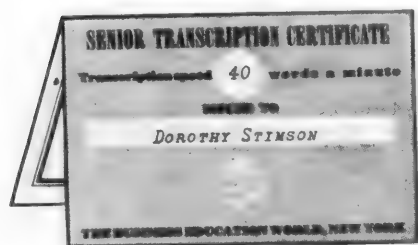
To produce unity in sentences, observe the following rules:

1. Make sure that the sentence has a *main* idea; exclude all details not bearing on that idea.

2. Make each sentence short enough to be understood as one idea, but long enough to form a definite section of the thought of the paragraph of which it is a part. A sentence is a unit in thought when it makes one complete statement; when the subject of a thought changes, a new sentence becomes necessary.—*Applied Business Correspondence.*

B. E. W. Transcription Projects Play A Stellar Role in Improving Standards

RHODA TRACY



THE SENIOR CERTIFICATE OF ACHIEVEMENT (SHOWN HERE MUCH REDUCED) IS PRINTED IN TWO COLORS.

THE "fan mail" received by the Department of Awards for the B.E.W. Transcription Projects increases each month. Miss Irma Ehrenhardt, of Indiana State Teachers College, Terre Haute, says this about the projects:

"Your B.E.W. Transcription Projects are a great step forward in the integration of shorthand and typewriting. They place *transcription* in a stellar rôle in the teaching of stenography, its rightful rôle! They make the students realize, furthermore, that *mailability* is the businessman's criterion for judging marketable skill, and that nothing less will be accepted.

"You will find me a steady customer of the B.E.W. transcripts. I have already found them indispensable in teaching transcription with a purpose."

Dr. Helen Reynolds, of New York University, says, "I like the projects, and find them very helpful."

Miss Katherine M. Snyder, of Strayer-Bryant & Stratton College, Baltimore, Maryland, writes as follows:

"The transcription project is a splendid device for setting a goal for both teachers and students who wish to meet the requirements of the modern business office.

"Meeting the standard of the mailable letters for the senior transcription projects has become the aim of every student in school. When errors occur which prevent acceptance of the material to be sent to

you, the students seem to appreciate the importance of the mailable letter. The projects show forcefully what the employer expects of the stenographer.

"The criticisms and suggestions offered to teachers who have sent in sets of papers have been most helpful. More criticisms will enable the teacher to assume the attitude of the businessman in judging the grade and value of the students' work."

A letter from G. M. Hittler, of Millikin University, Decatur, Illinois, says:

"I believe this type of project emphasizes a very beneficial trend in our shorthand teaching, because it places emphasis where it must be placed—upon the transcription of mailable letters."

Full instructions for the use of the monthly B. E. W. Transcription Projects were printed in the November, 1940, B.E.W. They are also printed in the booklet, "Effective Teaching with the B.E.W. Projects." If you wish a copy, send to the New York office for this free booklet.

The April project contains a letter series to be dictated at 80 words a minute for the junior certificate and another letter series to be dictated at 100 words a minute for the senior certificate.

Mail transcripts for certification, together

Date			
Teacher's Name			
School			
City		State	
No.	Type student's name as it is to appear on the certificate	Trans. Speed	Dict. Speed
1	.....	.....	.....
2	.....	.....	.....
	etc.	etc.	etc.

USE THIS PATTERN FOR A TYPEWRITTEN ENTRY FORM IF PRINTED FORMS ARE NOT ON HAND

with the 10-cent examination fee from each student submitting transcripts, to the B.E.W. Department of Awards, 270 Madison Avenue, New York.

Suggestions from the Examiners

It must be time for another lesson on the use of the dictionary! Here are some misspelled words from the January project letters: *stenographer*, *typewriter*, *eraser*, *inconvenienced*, *received*, *advice*.

Our suggestion to students would be to

note the *meaning* of the word as well as the spelling; then they would not confuse the various derivatives of the same root form or words with similar spelling and pronunciations.

The placement of the letter on the page is an important factor in judging mailability. Some teachers post well-placed letters on the bulletin board so that the students can see what their placement goal should be.

Here are the April letters. Good luck to you!

The B.E.W. Transcription Projects for April

80-Word Dictation Material

FOR JUNIOR TRANSCRIPTION CERTIFICATE

These letters are to be dictated at 80 words a minute and transcribed for the junior certificate.

The letters are counted for dictation in 15-second units.

INSIDE ADDRESSES

(Dictate these addresses *before* starting to time the take.)

Letter No. 1. Mr. James Wells, Red Cross Headquarters, Scranton, Pennsylvania.

Letter No. 2. Miss Jane Thomas, The Central School, Scranton, Pennsylvania.

Letter No. 1

Dear Mr. Wells:

When you need efficient clerical help, call the placement office of the Central School and ask for / the good students registered there.

The Central School has organized a group of trained students into a service club. / Students become members by proving their skill in solving typical business problems. Some of them are trained in / bookkeeping, while others are typists and stenographers,¹ and some can operate a telephone board.

These students are / glad to donate their services to organizations such as the Red Cross and are paid by the experience / gained.

Call us when we can be of service to you.
Cordially yours,

Letter No. 2

Dear Miss Thomas:

I am glad that you called to our / attention your group of trained students who are willing to donate their services to the Red Cross and similar / organizations. I want to congratulate your school administration and your students on this splendid / plan for community service.

The Red Cross needs clerical help during the rush of its membership campaign. That / campaign has been conducted for this year, but when we have occasion to employ extra help in our offices, / we shall be glad to take advantage of your generous offer. We wish you continued success.

Cordially yours, /
(240 standard words, including addresses.)

100-Word Dictation Material

FOR SENIOR TRANSCRIPTION CERTIFICATE

These letters are to be dictated at 100 words a minute and transcribed for the senior certificate.

The letters are counted for dictation in 15-second units.

(*Note:* These letters contain several interrogative sentences. You may wish to suggest to your students that they insert the interrogation mark in their notes as the material is dictated. This will make transcription easier.)

INSIDE ADDRESSES

(Dictate these addresses *before* starting to time the take.)

Letter No. 1. Mr. Frank Bond, Principal, Packard School, Detroit, Michigan.

Letter No. 2. Standard Picture Corporation, Detroit, Michigan.

Letter No. 3. Mr. Frank Bond, Principal, Packard School, Detroit, Michigan.

Letter No. 1

Dear Mr. Bond:

Have you considered the idea of using moving pictures to teach your students how to look for a job? Do you realize / how effective a picture can be in showing the students the proper clothes to wear when applying for a position and how to buy / wisely in order to keep within a reasonable clothing budget?

Can you imagine the interest the students will have in learning / about office behavior through seeing real office situations pictured on a screen?

If you would like to hear more about these pictures, send¹ / in the coupon at the bottom of this letter.

Yours truly,

Letter No. 2

Gentlemen:

We should like to hear more about the moving pictures you have for school / use on the subjects of office behavior and job finding.

We are also interested in pictures showing different office machines / and how they are operated. If you do not distribute pictures of this kind, will you please tell us where we can get them?

Students should also / be impressed with the very high standards that different offices set up for their employees. Do you have a picture that emphasizes² / the necessity for a high degree of skill in performing routine duties in an office?

Yours very truly,

Letter No. 3

Dear Mr. Bond:

Our / representative will call on you to discuss the various moving pictures that we distribute to schools as an educational feature / of our service.

There are pictures available showing the operation of different office machines, but

FOR JUNIOR CERTIFICATE 80-Word Dictation		FOR SENIOR CERTIFICATE 100-Word Dictation	
Elapsed Time in Minutes	Tran- scription Rate	Elapsed Time in Minutes	Tran- scription Rate
10	} 20	10	..... 40
11		11	} 30
12		12	
13	} 15	13	} 25
14		14	
15		15	} 20
16	} 10	16	
17		17	} 15
18		18	
19	} 10	19	} 15
20		20	
21		21	} 15
22	} 10	22	
23		23	} 15
24		24	
		25	} 15
		26	
		27	

USE THIS SCHEDULE TO DETERMINE QUALIFYING
TRANSCRIPTION RATES

these are distributed through / the machine companies. We suggest that you write the manufacturers of the machines in which you are interested.

We are working now on³ / the picture you mentioned, stressing the high standards of efficiency set up in different offices. The picture tells the story of an / employee who tries to explain her mistakes by calling attention to the fact that she is new and will improve. She learns that her carelessness / costs money and that small details in office routine can prove very important.

Thank you for your suggestion.

Yours truly,

(400 standard words including ad-
dresses.)



THE DATE OF THE ANNUAL Individual Typing Contest, sponsored by the National Catholic High School Typists Association, is April 24. Awards and certificates are given by the Association for superior work in this contest.

For membership blanks and further information, teachers in Catholic schools are invited to write to Father Matthew Pekari, St. Joseph's College and Military Academy, Hays, Kansas. All arrangements must be made by April 19.

I Didn't Know!

LEE
BENHAM
BLANCHARD



A private secretary jots down
some important facts that he
has learned while on the job.

I DIDN'T KNOW until last week the real meaning of perfection of workmanship. Early the other morning I had one of the greatest thrills I have ever experienced. John Taylor Arms, president of the American Society of Etchers, and one of the foremost authorities on etching in the world, gave a demonstration of "The Making of an Etching" to the executives of our firm and their secretaries.

After listening to him for nearly three hours as he described how an etching is made, and as he actually made a very simple one and printed it, I went back to my desk no longer just a secretary but resolved to set as my standard from now an equally painstaking, unquenchable determination to achieve perfection in every detail of every job assigned to me.

Now I understand why the president of our company asked us to take three hours out of a busy day to listen to an etcher. When the notice first went around, I thought that he was merely making a gesture of appreciation and respect for the greatness of Mr. Arms. I didn't know that he saw in this opportunity a rare chance of putting across in an unforgettable way one of the most valuable lessons any businessman can learn.

John Taylor Arms is a genius. But why? First of all, he knows his subject. When I say "knows his subject," I mean that he is able to describe, as he did to us that morn-

ing, at the rate of 175 to 200 words a minute for nearly three hours, how an etching is made and how it is printed, all the while skillfully doing the things he is describing until at the end of his talk a completed etching is in his hands.

Second, Mr. Arms believes in himself. He has the courage, the far-sightedness, the patience, and everything else it takes to work eighteen hours a day for six and a half months, if necessary, to make an etching of a French cathedral, the final beauty of which is almost indescribable. He has studied and lovingly slaved over his art for forty-three years, putting his heart and soul into his efforts to achieve perfection in each detail of his work.

Eighteen hours a day for six and a half months is a long time to labor over one picture; but an etcher must achieve every line through the action of acid on copper during a most accurately determined length of time, calculated down to a fraction of a second for some lines. He can't erase a mistake. He can't add more paint or another color. He has only acid with which to make all the different qualities of line—some thick, some thin, others wide in the middle and thin at the ends.

As I watched the selection of a perfect piece of copper plate, the careful preparation of the surface, the tracing of the lines in the wax coating; as I watched the plate being immersed in the acid bath time after time, each bath a little stronger than the preceding one; as I watched Mr. Arms sealing up certain lines after each bath so the next one would not make them deeper or broader, I got for the first time in my life an appreciation of the old saying that genius is 10 per cent inspiration and 90 per cent perspiration.

What Mr. Arms gave to me was a far stronger desire than I have ever had before to strive for perfection in everything I do; to continue to do my best regardless of mistakes; to keep on trying until even my hardest problem is solved in the best possible manner under the existing circumstances. Never again can I say "I didn't know" that the true artist and the true businessman have much in common.



N.A.B.T.T.I. Meeting Held In Atlantic City, February 21-22

FRANCES B. BOWERS
President

THE fourteenth annual conference of the National Association of Business Teacher Training Institutions was held February 21 and 22 at Atlantic City, New Jersey, with Paul Salsgiver, of Boston University, president of the Association, presiding.

The program, as published in the February B.E.W. (page 517), was developed around the theme, "The Curriculum in Business-Teacher Education."

One of the most significant features of the program was the discussion of the National Teacher Examinations and of the advisability of extending the scope of these examinations to include teachers of business subjects.

In the spring of 1939, at the request of a number of school teachers and administrators throughout the country, the American Council of Education appointed a national committee on teacher examination. Funds for the development of the project were provided by the Carnegie Foundation for the Advancement of Teaching. The National Committee assigned to the Co-operative Test Service of the American Council on Education the task of preparing annual forms of the battery of objective tests for teaching candidates.

The National Committee is not proposing to provide a teacher *selection*, but rather a teacher *examination* service as an aid to teacher selection. This service is at present limited to those aspects of intelligence, general culture, and academic subject-matter achievement that can be measured by objective comparable tests.

The tests comprising the National Teacher Examination battery consist of "common

examinations," including reasoning, English comprehension, English expression, general culture, professional information, and contemporary affairs, with a time limit of eight hours; and "optional examinations," to show mastery of the subject matter to be taught.

At present there is no optional examination for teachers of business subjects. The discussion at the Atlantic City convention centered on the desirability of having an optional examination prepared. Many pros and cons were presented, resulting in the appointment, by the president, of a committee to bring in a definite and detailed recommendation on this matter to the Association.

Those interested in further details regarding the National Teacher Examinations project should write to Ben D. Wood, Director, National Committee on Teacher Examinations, 15 Amsterdam Avenue, New York, N. Y., for the published report of the first annual administration of the National Teacher Examinations.

Dr. Benjamin R. Haynes's paper, "Implications of the National Teacher Examinations for the Business Teacher-Training Curriculum," which he gave at the convention, will be published by the Association in its next bulletin.



H. M. DOUTH
Secretary



EDITH M. WINCHESTER
Treasurer

The officers of the Association, elected for the ensuing year, are as follows:

President: Miss Frances B. Bowers, Director, Commercial Education Department, Temple University, Philadelphia, Pennsylvania.

Vice-President: Arnold E. Schneider, in charge of commercial teacher-training, State Teachers College, St. Cloud, Minnesota. (See page 667 for photograph.)

Secretary: H. M. Douth, Head, Commercial Education, Department, University of Akron, Akron, Ohio.

Treasurer: Miss Edith W. Winchester, Head, Department of Secretarial studies, Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pittsburgh.

Board of Directors: T. H. Coates, New River State College, Montgomery, West Virginia; Dr. Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls; D. D. Lessenberry, University of Pittsburgh; Paul L. Salsgiver, Boston University; Dr. P. O. Selby, Northeast Missouri State Teachers College, Kirksville.

Objectives of Collegiate Business Education

AT the college instructors' round-table meeting of the National Business Teachers Association, held in Chicago, December 28, Professor Ann Brewington, of the University of Chicago, summarized the general objectives of the collegiate business-education program with special reference to commercial teacher-training. The summary follows:

1. Changes in terminology used in stating the objectives may or may not mean changes in the objectives. Minimum essentials, ability and achievement, and frame of reference may or may not be old wine in new bottles.

2. Objectives must be stated as changes expected in the child. The direction and extent of the changes in a pre-industrial society were determined primarily by religious institutions. What institution or institutions today have sufficient force to control or indicate the direction of the change? It is commonly stated that business is one of the most influential institutions, if not the most influential.

3. The education of a teacher is not the education of a single person. It is the education of a multitude. In order for a teacher-training institution to insure to the child a professionally prepared teacher, the institution must be a leader rather than a follower.

4. In-service training is the most difficult, yet the most important, phase of teacher-training. Actual "teacher" training really will not begin

until the individual takes on the responsibility of helping a learner.

5. Continuous growth of the child is the only adequate basis for objectives. Subject matter and contemporary economic and social life are ladders that the teacher must climb to reach the level of the child. Unfortunately, many teachers attempt to pull the ladders up with them and force the child to swallow them.

6. Business-teacher-training institutions should obtain and present economic facts adequately enough to cause the American people to put the free education of the child first on any economic-planning program.

Two Fraternities Initiate

PI OMEGA PI, honorary fraternity in business education, is initiating two honorary members this month.

Miss Eleanor Skimin, of Northern High School, Detroit, editor of the *Business Education Digest* and past president of the National Business Teachers Association, will be initiated by the chapter at Indiana State Teachers College, Terre Haute.

W. D. Wigent, manager of the Chicago office of the Gregg Publishing Company and former national membership chairman of the N.B.T.A., will be initiated by the chapter at St. Cloud (Minnesota) Teachers College.

Miss Ray Abrams, principal of the Joseph A. Maybin School for Graduates, New Orleans, was initiated by the chapter at Oklahoma A. & M., Stillwater, in February.

On the day following, Miss Abrams was also made an honorary member of Delta Pi Epsilon, honorary graduate fraternity, during a special meeting of the Oklahoma A. & M. chapter held at Tulsa during the convention of the Oklahoma Education Association.

CONSUMER EDUCATION FOR LIFE PROBLEMS" is the theme of the third national Conference on Consumer Education, which is being held on April 7, 8, and 9, at Stephens College, Columbia, Missouri, and which is sponsored by the Institute for Consumer Education.

The Institute's yearly conferences have been so successful in the past and have received so much attention that they are now recognized as a national "consumer-education sounding board"—a forum at which some of the best thought of the year is presented and problems of consumer education are threshed out.

The conference will be covered for the *BUSINESS EDUCATION WORLD* by Dr. Henry H. Harap, of Peabody College, editor of the *Curriculum Journal*. His report will appear in our June issue.



Co-operative Secretarial Training

WILLIAM E. HAINES

*Supervisor of Commercial Education
Public Schools, Wilmington, Delaware*

DO you have any agreement with the Government?" asks Miss Mildred Johnson, head of the commercial department of the Robert A. Long High School, Longview, Washington. Questions relating to the legal implications of co-operative business education are among those most often heard. Are co-operative students subject to the Wage and Hour Act? to Social Security?

Before considering legislation affecting student learners in office positions, let us briefly examine the philosophy underlying co-operative part-time education.

Experience is the primary objective; remuneration a secondary factor. The latter should never obscure the former in the eyes of the student or the school. Happily, it is usually possible to combine the two.

The student co-operative should receive enough compensation to provide him with carfare, lunch money, and presentable wearing apparel. The school, through the co-ordinator, should forestall exploitation by establishing a minimum daily rate of pay for employers not subject to wage and hour legislation.

One dollar a day has been found to be satisfactory to both employers and students, but a large percentage of participating employers in Wilmington, Delaware, have of their own volition set the rate well above this figure. In some instances, co-operatives may be assigned to jobs without pay in certain school offices and in nonprofit agencies, such as the Red Cross, Boy Scouts, Y.M.C.A., Y.M.H.A., and Catholic Welfare Society.

The Fair Labor Standards Act of 1938 is

said to place "a floor under wages and a ceiling over hours." The wage and hour provisions of the Act apply to "employees engaged in interstate commerce." In making placements with certain employers, the co-ordinator, and occasionally the employer, may have some doubt as to whether or not the Act is applicable. Cases of this type should be referred to the Wage and Hour Division for official interpretation. The co-ordinator should assume neither the function of interpretation nor enforcement beyond the point of the school's legal responsibilities.

Most co-operative placements are likely to be made among employers engaged solely in intrastate commerce, in which case the Federal law does not apply. The minimum of 30 cents an hour prescribed by the Wage and Hour Act (effective 1941) has been cheerfully met by fully one-half of the Wilmington employers coming under the Act. Others, who feel that they cannot pay student co-operatives the minimum wage, are allowed an exemption under the terms of regulations R-927 as issued by the Administrator under the date of August 2, 1940, entitled "Regulations Applicable to the Part-Time Employment of Student Learners in Vocational Training Programs."

Under certain prescribed conditions the Wage and Hour Division will issue Student-Learner Certificates, under the terms of which the employer may pay an amount "not less than 75 per cent of the minimum wage rate applicable under Section 6 of the said Act." Thus, the employer may pay an average of 22½ cents per hour.

Copies of R-927 and Form 520-3, en-

titled "Instructions on How to File Application for a Student-Learner Certificate Under Section 14 of the Fair Labor Standards Act," may be obtained from the Wage and Hour Division of the U. S. Department of Labor. The following excerpts will serve as a guide to schools contemplating the installation of a co-operative program.

Who Is a Student Learner?

"'Student learner' means a student who is receiving instruction in an accredited school, college, or university and who is employed on a part-time basis pursuant to a *bona fide* training program which is under the supervision of a state board of vocational education or other recognized educational body."

What Is a Bona Fide Vocational Training Program?

"A '*bona fide* vocational training program' means a program providing for part-time employment of student-learners for a part of the working day, or for alternating weeks, or for limited periods during the year. Such employment providing training which is supplemented by related instruction given the student learner as a regular part of his school course by the school, college, or university."

Applications for Student Learner Certificates

"... Applications for student-learner certificates may be filed with the Administrator of the Wage and Hour Division, United States Department of Labor, by an officer of the school, college, or university. Such application must be made on the official form furnished by the Wage and Hour Division, must clearly outline the vocational training program showing the nature of the processes in which he is to engage on the job and the related instruction furnished the student learner in the school, college, or university, and must set forth all additional information required by such form. Each application must be signed by the employer and by the student learner."

Terms

"Each certificate issued under these Regulations shall specify the length of time a

student learner may be trained by the employer through employment at a wage rate or rates less than the minimum wage rate applicable under Section 6 of the Fair Labor Standards Act. Such rate or rates shall be fixed in the certificate and shall average over the period covered by the certificates not less than 75 per cent of the minimum wage rate applicable under Section 6 of the said act."

Age of Student Learners

"Minors under 16 years of age will not be considered eligible for a student-learner certificate."

Length of Learning Period

"As a general rule, student-learner certificates will be issued for *one school year only*."

Hours of Work

"In the typical case, the hours of work per week of student learners will not be great. It should be kept in mind that under the Fair Labor Standards Act a maximum work week of 42 hours (40 hours after October 24, 1940) is permitted with the requirement that time and one-half the regular rate shall be paid for all hours worked in excess of 42 in any one week."

Outline of Job Training and Related Instruction

"Space is provided on the application for outlines of the work experience, i.e., schedule of training on the job, and the related school instruction. It is not the intention of the Wage and Hour Division to pass judgment upon the quality or adequacy of the instruction, upon the training program as a whole. The object in requiring such outlines is to satisfy the Division that the vocational training program is *bona fide*, and not a device to provide employers with cheap labor to the detriment of fair labor standards."

Through the issuance of these regulations, the Wage and Hour Division has made it possible for employers coming under the Act to differentiate between the pay rates of regular, full-time employees and student learners. A student learner working 40 hours

a week is enabled to earn \$9—a satisfactory remuneration for the embryonic office worker. Remuneration for the same period of time based upon the 30-cent minimum will produce \$12 a week, exclusive of overtime.

The clarification of the wage status of student co-operatives should do much to speed up the adoption of co-operative education among business educators.

Social Security

Co-operative students are subject to the provisions of the Social Security Act. The student should report to his co-operative job only after he has obtained his Social Security card. The deductions and payments made by the employer for regular, full-time employees must be made for the student co-operative.

Are the Legal Implications a Deterrent?

Skeptics occasionally cite legal barriers as objections to co-operative business education. The multiplicity of teaching problems is so great, say they, that we should not add to our problems. Simultaneously, they spend no little time trying to devise or discover new ways to "functionalize" education. Could there be any better way to vitalize classes in business law than to investigate and observe at first hand the working of labor legislation? Our graduates must learn these things from the moment they set foot in the business world. We hear much about the case method of teaching business law. Here is a glorious opportunity for direct application.

Co-operative business education is still in its infancy, and there are still many problems to be solved. The extension of the plan throughout the states should hasten solution of these problems.

Wilbur Wright High School, Detroit

It is apparent that the co-operative business-education program in the Wilbur Wright High School in Detroit is functioning smoothly. R. M. Winger, head of the business department, writes as follows:

Pupils attending business-education classes at Wilbur Wright High School, in Detroit,

have a real advantage over the general business-education student. For, on a co-operative basis, Detroit's leading business organizations provide actual jobs for Wilbur Wright boys (and they are all boys) who select the business-training curriculum.

This curriculum, covering the broad field of industrial office and recording work, as well as training for sales work in the distributive trades, affords many job opportunities to students. It includes training for general clerks, time-supply and pay-roll clerks, operators of various business machines, stock boys, messenger boys, and retail and wholesale salesmen. The program, as now operating, includes a three-year course.

Upon entering the school, the pupil selects the field of work in which he wishes to specialize. He spends the tenth grade in full-time classroom instruction. During the eleventh and twelfth grades he works on a co-operative basis, spending two weeks on the job and two weeks in school. Thus two students hold one job; while one is at work, the other is in school.

Instruction during this co-operative work period is related to the kind of work in which the student is employed. Since all courses are planned in units, it is simple to arrange for each student to concentrate on units that relate to the job experience he is receiving in industry.

When a student has completed one unit satisfactorily, he may proceed to the next, for progress is based on the ability and industry of the student. Students enter and leave the school at intervals that are not necessarily coincidental with the standard school semester.

During the twelfth grade, all students are required to spend considerable time in Office Practice. In this course, office work is done for individuals, teachers, supervisors, and small business concerns. This work consists of duplicating, stencil cutting, machine transcription, and business letter writing.

Our boys prepare the bulletins that are used to announce all the evening courses in the distributive-education program offered by Wayne University and all the classroom instructional materials used in these classes. This gives our students varied experience.

Since these bulletins are placed in the hands of business executives in every distributive organization in Detroit, the work must be of good quality.

Work of this nature in the classroom as well as on the job provides the student with the kind of confidence the new employee needs—the kind of confidence he automatically receives from knowing that he knows how to do a specific kind of work.

Co-operating with the school in placing Wilbur Wright boys are some of Detroit's largest business concerns, which engage students for work in their industrial offices, factory record departments, and public-utilities offices; as business-machine operators and general clerks; and in accounting and credit departments and wholesale and retail sales establishments.

They pay an average beginning wage of \$15 weekly and place the boys at first as mail clerks, general clerks, office boys, or stock workers.

After six months in these junior positions, the boys are transferred to the various other departments for which they have

taken specialized training in school. Though individual job promotions are not always so rapid as this would indicate, an inventory of the graduates of the Wilbur Wright business-training course indicate that many of them are now in executive positions in the very firms that originally employed them on a co-operative schedule.

The business-training course is made possible through the co-operation of the Michigan State Board of Control for Vocational Education with the Detroit Board of Education.

We feel that the co-operative training course has contributed a great deal to the business-education program, because: It has made business education worth while by tuning the courses of instruction to the needs of business. It has inaugurated a program of training that enables students to get occupational experience while attending school. It has lessened the common criticism that business-education students are unable to make the necessary adjustment from the classroom to the job. It has helped students to become more confident of their ability.

A Sad, True Tale of a Teacher.

ONCE THERE WAS a busy and successful commercial teacher who had done a piece of work he thought was important enough to tell other teachers about. He wrote an article about it—nicely typed on white paper, one side only, double spaced, with wide margins.

At the last minute he realized that he didn't have any title for it. He had written a great many term papers and reports while he was getting his two degrees, and he had learned that his teachers liked descriptive titles. Therefore, he entitled his article "An Analysis of a Survey Conducted in the Schools of Whoosaw County to Establish a Basis for the Study of Economics Through the Lecture, Field Trip, or Basic and Supplementary Text Method."

He sent this manuscript to the BUSINESS EDUCATION WORLD.

It was a good article and the B.E.W. accepted it, but the young lady who records manuscripts burst into tears. "They expect me to get all that," she sobbed, "into a space 2½ inches long and ½ inch deep!"

The moral of this is that a short, provoca-

tive title catches the eye of the reader. This is even more important than the reactions of the manuscript recorder.

This same teacher, when his manuscript had been accepted, was asked by the editors to send his picture for publication with it. He was a handsome man and his picture did him justice—until he fastened it to his letter with a paper clip over his countenance. His picture, when it was published, had a white scar down each cheek and looped under the chin, because that was the kind of paper clip he had used. Furthermore, because he had written his name on the back of the picture with a hard pencil in a bold, dashing hand, traces of his signature came out faintly across his forehead.

And the moral of this is that it is better to use a rubber band to fasten your photograph on a piece of thin but stiff cardboard if the photograph is a rather large one. Small ones travel safely through the mail without fastening.—*Chairman of the Committee to Promote Better Relations Among Author, Manuscript Recorder, Production Editor, and the Boys in the Print Shop.*

Wondering AND Wandering



WITH

LOUIS A. LESLIE



ONE OF THE THINGS that seem to bother transcription beginners most is the abandonment of the literal meaning of an English word when the word is used in an idiom. Pupils who do very well when we stick to "straight English" fall into difficulties as soon as we use so simple an English idiom as "to drag a red herring across the trail." For most beginners a herring does not exist except dietetically, and many of them seem to feel a little resentful when the dictator embarks on even so modest a flight of fancy as is represented by the red herring.

Perhaps, however, it is better for the young stenographer to be baffled entirely by an idiom than to try to conquer the unfamiliar idiom by means of a false analogy.

We should not have to be campanologists to know that we *ring* the changes on a theme. Yet, in how many good newspapers have I seen the expression "wring the changes"! Would that there were some easy way to wring out of the beginner the fatal tendency to jump at the first familiar spelling that comes along!

What can we do to help those who mistranscribe English idioms? I am not sure, because the idiom is not easy to teach or to learn. The one thing that might help us would be an idiom-frequency count similar to the word-frequency counts that have been of such great assistance to shorthand writers in the past.

If some research worker would give us a count of the frequency with which such idioms recur, we could perhaps teach our pupils the 100 or the 200 most frequently used English idioms. This would give us a definite point of attack. At present, it seems hardly worth taking the time to explain any given idiom, because we never know whether it will occur again or whether it will return to outer darkness.

Here is a suggestion for some research worker, or better yet, for a group of research workers, because an idiom count would probably have to be based on a count of at least several million running words—and that's a lot of running words for any one person to read!

IN A LETTER to the *New York Times* a correspondent said recently, in discussing the reasons why factories do not always produce the amount of goods they should:

Definite specifications are available as to the proper sharpening of cutting tools for maximum production, but mechanics frequently are found sharpening them to suit their own ideas, with consequent loss of production. Savings of 20 to 40 per cent by study of economy of motion in handwork are obtained easily, but too many manufacturing executives insist that methods followed for years cannot be improved.

Of course we are teachers, not machinists. But suppose we were to use the word "text-books" instead of "cutting tools" and the word "teachers" instead of "mechanics." Then with a few very slight changes we might rephrase the quotation slightly, about like this:

Definite specifications are available as to the proper use of textbooks for maximum results, but teachers frequently are found altering them to suit their own ideas, with consequent loss of production. Savings of 20 to 40 per cent by study of economy of effort in teaching are obtained easily, but too many educators insist that methods followed for years cannot be improved.

That is not to say, of course, that some mechanic may not eventually find a better way to sharpen his tools and thereby increase production. It merely points out the inevitable waste that comes from having thousands of mechanics experimenting with different plans of sharpening tools, when we know that most of them are not actually get-

ting better results. There is a time and place for experimentation, but that time is not when we are supposed to be getting results nor is that place the factory.

If a typewriting author indicates in his textbook that the keyboard should be covered in four days, the teacher cannot justify her own procedure if she requires four weeks. The result must be "a consequent loss of production," to quote the *New York Times*. The author has given "definite specifications" as to the proper use of his textbook, and it is only rarely or because of very unusual circumstances that the teacher will get better results by departing from the specifications than she will by adhering to the specifications.

If you use a textbook, give the author a chance! Read his "definite specifications" and follow them. If they don't seem to work out just right, it is at least possible that you have slipped up somewhere in carrying out the author's plan. Examine carefully your procedures to determine where they differ from the author's suggested procedures; then try again.

IN A PIANO ADVERTISEMENT the other day, I discovered something about pianos that I never knew—and at the same time, I found a fine explanation of the difference in the results and attitudes to be observed in the classrooms of two teachers who are apparently using the same texts and methods. The advertisement said:

In every Steinway, no matter what its size, is found a second, auxiliary scale—known as the "Duplex Scale." This is a Steinway invention.

Strings of this Duplex Scale are not struck by hammers. But because they are accurately proportioned to the "speaking lengths" of the main scale, they evoke harmonious overtones. These enrich the fundamental tones of the entire piano.

In terms of piano playing, the Duplex Scale means color—the purely emotional values that no composer can write.

We wish that we might be able to say truthfully that in every teacher is found that warm human understanding of young people that enables the teacher to encourage and inspire the young people in his classes. But although we can't truthfully make quite so

sweeping a statement, we are happy to say that such teachers may be found perhaps more generally in the ranks of business education than elsewhere, because the teacher of business education is almost forced into a closer relationship with the pupil because of the nature of the subject.

We should be able to take for granted in teachers of business education a thorough mastery of the content material, a thorough mastery of the best techniques of presenting that content material, but we cannot take for granted "the Second Scale."

Without sacrificing our knowledge and skill in content, without sacrificing our pedagogical competency, let us strive to develop "the Second Scale" of teaching, a real, human understanding of the special human problems of those bewildered young people whose hope for a future livelihood often rests on our handling of their personal problems, which to them are so real and so burdensome, but which to us are often so simple.

Sometimes we feel like the teacher who described one of her pupils many years ago in the words of Haniel Young in *The New Republic*:

She looks at me
as though I were a stone wall
between her and heaven—
whereas I try to be
a window for her,
and a door, a gate, a ladder, an elevator—
yet she will not look through,
or leap through
or fly through,
or do anything but stare.

Let us see if the Second Scale, the scale of human relationship in teaching, may not show us the way through for the pupil.

DR. EDWARD E. PICKARD has been appointed to serve as acting director of the department of business education, Shippensburg (Pennsylvania) State Teachers College, succeeding N. Birss Curtis, whose appointment to the United States Business Education Service was announced in the February B.E.W.

Dr. Pickard has been acting as assistant to Dr. Hollis L. Caswell in curriculum research at Columbia University. Dr. Pickard holds degrees from the University of Pennsylvania, Temple University, and Rutgers University.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

Two Suggestions for Junior Business Training

JUNIOR business training offers many opportunities for the use of slides for motivation, presentation, and testing. Statements, checks, and letter forms may be flashed on the screen more quickly than the teacher can draw them on the board. Cartoons and simple pictures may be traced on glass or cellophane and used in teaching transportation, communication, salesmanship, personality development, and thrift; or they may be used by the students to illustrate their own special reports.

The cellophane and india-ink slide is the best for school use, because it is the easiest to make and the least expensive. The cellophane is cut into pieces slightly smaller than the glass used for covering the slides, and the desired picture is drawn on the cellophane in india ink. Color may be added by using transparent liquid water colors. When the cellophane has been inserted between two pieces of glass and bound with gummed tape, it is ready for projection upon the blackboard, wall, or screen.

Another method consists of drawing with india ink on clear glass. Since a rough surface retains the ink better than a smooth surface, most teachers and students prefer

to rub clear glass with carborundum powder before applying the ink.

The typewritten slide is made by placing a piece of cellophane inside a piece of folded carbon paper and typing on the carbon paper. Examination questions, statistical material, maps, and explanations of other slides may be reproduced quickly in this manner and kept from one semester to the next.

The photographic slide has a greater variety of subjects and applications than any other type of slide, but it can be made only by someone with training and equipment.

Since glass or cellophane slides must contain only outline pictures, neither a darkened room nor a regular screen is absolutely necessary. If a darkened room and a screen are available, more detail may be drawn on the slide and the pictures will be clearer. Under such circumstances, slides should be made on amber cellophane to lessen the glare and eyestrain.

For several years I have been keeping a loose-leaf notebook as a guide to my teaching materials for junior business training. Each tab along the right-hand side of the notebook contains the name of a unit in our course of study. Upon turning to the section on transportation, for example, I find the following information:

1. Brief outlines of successful lesson plans.
2. A list of plays, pantomimes, and dialogues of which I have copies for the students to use.
3. Illustrative anecdotes.
4. A list of motion pictures and slides available for use.
5. Copies of duplicated material already prepared.
6. A list of trips and the important sights to be seen.
7. A list of special topics.
8. A list of the books and pamphlets in the class library suitable for this unit.
9. Descriptions of games for reviewing and testing.
10. Tests.
11. Cartoons and pictures clipped from magazines and newspapers that some student may want to put on the bulletin board.
12. A list of the bulletin-board material in the files.

As each class approaches a new unit, I refer to my notebook for ideas before planning the unit. Of course, for some units I

do not have so much material as I have for others; and from time to time I add to my material for all units. The students are especially pleased to have their contributions pasted in the book for future classes to use.

The organization of a reference book of this kind does take time, but in the end it saves far more by reducing the time spent in planning lessons and locating worthwhile supplementary material.—*Mary Ellen Meiring, Langley Junior High School, Washington, D. C.*

Tact in the Typewriting Class

IN supervising the typewriting classroom, the teacher often sees little things that the students are or are not doing according to instructions. Unless the act calls for immediate attention, it is often better not to correct the student "on the spot." In such cases, without interrupting the student, I print or type on a small slip of paper a *general hint*, aimed at correcting the fault indirectly and tactfully. The slip is posted on the bulletin board where the student will be sure to see it.

Such hints are as follows:

A clean typewriter reveals orderliness in the character of the typist.

A good student does not chew gum while he is typing.

Crumpled paper makes one's desk appear disorderly and the noise disturbs the other students. Don't do it!

Other hints may be used, as occasions suggest; but I always try to make them positive, to the point, and impersonal.

I find that students like to be corrected in this way and that the corrections are more effective.—*Sister M. Constance, St. Mildred High School, Laurel, Maryland.*

Marche Ou Creve!

AFTER the daily routine of their office, shop, factory, or store work, evening-school students need change, variety, and spontaneity in order to maintain an interest in their studies that will voluntarily bring them back to school week after week, since attendance at night school is not compulsory.

In the suggestions that follow, I have in mind shorthand students, especially those in

the dictation classes. These students need inspiration, vocabulary, and information.

A motto, or a catchword, or a slogan frequently provides the inspiration, but the slogan must be one that has background and romance. For example: *Marche ou Creve*, the unofficial motto of the French Foreign Legion—meaning "March or Perish." The legionnaire who falls out of the ranks will not long survive; likewise, the shorthand student who fails to keep up with the procession will inevitably fall a victim to such foes as "rustiness" and unemployment. *Marche ou Creve!*

In my own classes I devote approximately half the period to the required text; for the rest, I improvise. These improvisations are framed so as to bring in again and again shorthand phrases, expedients, words, and principles on which we have been drilling. Almost any subject will do to talk about, provided it has informational value. For example, commemorative issues of postage stamps offer a splendid opportunity to discuss historic facts.

While I talk, I walk about the classroom; and, if I notice a student hesitating over an outline, I immediately chalk it on the desk for ready reference.

Professional magazines are fruitful sources of articles that will serve the dual purpose of providing dictation practice and of bringing home to the student the necessity of cultivating those personality traits that are as important in the retention of jobs as are technical skills.

The devices briefly described in the foregoing paragraphs have worked for me in my evening classes; and I, therefore, pass them on in the hope that they may help other teachers to answer the question that evening-school teachers face, "How long can we hold them?"—*James R. Power, Manual Arts Evening High School, Los Angeles.*

ON ONE OCCASION Aristotle was asked how much educated men were superior to those uneducated. "As much," said he, "as the living are to the dead."

... It was a saying of his that education was an ornament in prosperity and a refuge in adversity.—*Diogenes Laertius.*

"Paying" for Mailable Transcripts

HOWBERT B. BONNETT

Sacramento (California) Junior College

AT the Sacramento Junior College, we pay our transcription students 50 cents for each mailable unit. Of course, they do not receive actual currency—but the total of each student's mailable units determines his weekly salary and, in turn, forms the basis for his weekly grade.

During the first semester, we teach the theory of shorthand. In the second semester, or Business 61-B, we begin to teach transcription. This subject is taken daily—one hour of dictation and instruction followed by an hour of transcription. By the end of this semester's work, the student must be able to take dictation at the minimum rate of 80 words a minute on new matter of average difficulty. Therefore, the mailable unit during this semester's work is made approximately 80 words. The 80-word division becomes a unit, and this unit must reach the standard to be marked "mailable."

Most dictation material is counted off; so all the instructor has to do is to place a light pencil mark at the end of each unit. Longer letters—140 to 200 words—are generally divided into two equal parts. Letters that contain a larger number of words are divided into 80-word units.

Each day, following transcription, a sampling of the entire material transcribed is read back; and the student checks his own work, which is handed back to him at the beginning of the period. The instructor designates the end of each unit while reading the copy back. The students are instructed to draw a line across their papers

at that point. Everything in that unit must be "mailable" or perfect; that is, without change of thought, in order to be marked "mailable." Thus the instructor has to re-check only the "mailable" units.

Each error found in a unit marked "mailable" by a student is given a check mark. The student is penalized 10 cents for each of these unmarked errors. The students receive 50 cents for each "mailable" unit, less 10 cents for each error in the "mailable" units. Each student who checks his work accurately for a week is given a bonus of \$1. A student who is absent simply loses any possible "mailable" units that he might have typed. Each week's work earns a separate grade.

The heading for the mimeographed form that I use for summarizing the week's work is given below. An illustration of its use is also included.

There is an incentive for the students to improve each week—each student tries to better his previous transcription accuracy and the amount earned each week, as well as his ranking in the class. The students form the habit of scrutinizing their work carefully. They check the transcripts while they are still in their machines and then re-check when the copy is read back by the instructor the next day. Earnest students take extra pains to see that they are not penalized for unmarked errors.

This method of ranking has the following advantages to offer the transcription teacher: it places more of the burden of checking on the students' shoulders—only the "mailable"

PAY ROLL

Student	Rank	Mailable Units	Units Typed	Accuracy in %	Salary	Bonus	Less Deductions	Amount of Check	Grade
Jones, Mary	7	39	54	72	\$19.50	\$1	0	\$20.50	C

WEEKLY SUMMARY OF MAILABLE UNITS PRODUCED BY A TRANSCRIPTION STUDENT

Bargain Sale of B.E.W. Projects

1939-1940 Series

Bookkeeping
Business Fundamentals
Business Letter Writing
Business Personality

3 cents for each booklet

A limited number of these project booklets in each classification is available. Each booklet contains four projects.

Use these lively business problems as supplementary material in your classes. (Sorry, no certification service or project keys are included in this bargain offer.)

Orders will be filled according to date received.

A few single project leaflets, 1938-1939 series, are available, and may be purchased at 1 cent each.

Send in the order coupon immediately.

B.E.W. Awards Department,
270 Madison Avenue, New York

Please send me the following projects now on sale:

1939-1940 Series @ 3 cents

.....Bookkeeping	\$.....
.....Business Fundamentals	.....
.....Business Letter Writing	.....
.....Business Personality	.....
.....Total	\$.....

1938-1939 Series @ 1 cent

.....Bookkeeping	\$.....
.....Business Fundamentals	.....
.....Business Letter Writing	.....
.....Business Personality	.....
.....Total	\$.....

Remittance enclosed \$.....
(Minimum order 30 cents)

Name

School

Mailing Address

units have to be checked by the instructor; it eliminates recording separate marks in the grade book for each transcript; the weekly ranking sheet summarizes the week's transcripts, and only the weekly grade need be transferred to the grade book; and average daily attendance increases.

EDITOR'S NOTE.—Other devices for "paying" students for mailable work have appeared in the January, 1934, October, 1934, and November, 1938, issues of the B.E.W., in the Lamp of Experience Department; and on page 555 of the February, 1941, issue.

WILLIAM E. HICKOX, founder of the Hickox Secretarial School, in Boston, passed away recently in Los Angeles at the age of ninety-one.

When he was a boy of seventeen, Mr. Hickox sensed that the time was approaching when the American businessman must find some fast substitute for old-fashioned longhand methods of keeping records and preparing letters. The young Mr. Hickox believed that stenography and typing were the answers to the problem, and so he set about to learn them from an itinerant teacher. Mr. Hickox himself said that he was the "dullest in a class of twenty," but at the end of a year the others had dropped out and Mr. Hickox was still going on.

As early as 1887, Mr. Hickox prophesied in the *Shorthand*, a magazine that he founded, that women would supersede men as "stenographic amanuenses," because they could perform the duties of the position better than men.

Mr. Hickox told of the struggle to educate the public to the advantages of typing. "You'll get used to it in a few days," he said to a student of advanced years.

"Few days!" exclaimed the student. "Why, young man, it took me more'n a few years to get used to writing with a pen, and now that I've got the hang of it, you want me to throw it away, and tell me I can learn some new-fangled way in a few days!"

We owe much to men like William Hickox, who fought hard to bring us the things that we take so easily for granted today.



Adventures In Social-Business Education

LLOYD L. JONES

No. 5—A Future Teacher Thinks About Business

A NINTH-GRADE girl in a large city high school has completed several notebooks that tell a dramatic story of how she intends to use her junior business course in preparing for a career as a commercial teacher. As a frontispiece of her first notebook she shows an airplane picture of her home city. Instead of saying that this is an airplane picture, she prints under it the legend, "My Dynamic Community." Whether or not she realizes the full meaning of this impressive adjective does not matter.

In the introductory pages she indicates that she desires to be a teacher in her home city.

"I Can Earn My Way"

In her notebooks she has no business forms, but she tries to interpret business by means of illustrations, magazine articles, and clippings. She has taken apart a students' guide book for the senior high school to which she is going, and she has planned her high school course subjects and selected the teachers for the three years to come.

Her family has always lived in the foreign section of the city and her father has never got beyond the status of a day laborer. She knows that she must work her way through high school and through college, and she has cut out many illustrations showing how college girls can make a living. She shows the picture of two girls who owned a little shoe-shining establishment near a college campus, commenting, "Even I can earn my through high school and college by shining shoes."

In one notebook, she devoted several pages to arguments for remaining in high

school. She is very much opposed to the idea of interrupting her education and going to work in order to earn enough money to go to high school. She shows a large picture of five boys and one girl seated in the work-permit office of a school. She explains:

Look at the expressions on the faces of these boys and girls. None of them are smiling. The little girl looks more unhappy than the boys, probably because a girl has a harder time to get work. But these children do not want to stop school but they do not know what else to do.

Perhaps they are stopping because they can't get along with the principal or with some teacher. Perhaps they are quitting because their parents cannot afford to send them to school. Maybe they are going to work because they have been snubbed or turned down by some of the other pupils at parties or in the halls. They are trying their best to find an answer for their own problems, and they think that just because they can't go to school that they can find an answer in some job.

I know better. I know that my answer is in my school and working towards a job as a commercial teacher. One boy in my picture looks as though he had seen a ghost. Perhaps it is the ghost of a lost opportunity. Of course, he can go to an evening school, but if he is like my father he would sleep most of the time doing that. The answer for me is not to quit school. I prefer an education.

EDITOR'S NOTE—Some of the most desirable outcomes of social-business education are attitudes and appreciations. In these "Adventures in Social-Business Education," Lloyd L. Jones gives an opportunity to look in the minds of representative students to see what effect social-business education has had on their attitudes and appreciations.

All these pupils used the same textbook and work book, and each was given the opportunity to prepare an individual notebook.

Mr. Jones is director of research of the Gregg Publishing Company.

In illustrating her plans for the future, she has taken pages from the catalogue of the State Teachers College some forty miles away, where she intends to pursue her commercial - teacher - preparation course. She shows a picture of the girls' dormitory, and has placed an X mark over one of the very top dormer windows. Underneath the picture she writes: "X marks the spot. That is the smallest room in the building, but it is going to be my room."

She has also drawn a floor plan of her room and has placed about it little cutouts representing the furniture. She even has a front-view drawing of the bureau and chiffonier and lists her limited clothing, which she thinks she will "file" away in each drawer. She has calculated the bus fare from her city to the State Teachers College and has added 10 cents to it because, she says, "I might be tired when I arrive at the Teachers College, and I might have to hire a boy to carry my suitcase from the depot up to the college campus."

She Plans to Meet Business Requirements

She has cut out a magazine article about employment for girls and has added her comments to it:

The business world measures girls for certain definite things to see if they have what business needs. If you are a girl looking for a job, ask yourself how many of these things you have in stock to offer an employer. In making an inventory of yourself, ask yourself if you have the following things: health, appearance, personality, intelligence, experience, sportsmanship, education, initiative, and special aptitudes. Your talents are just like a large stack of packages that a storekeeper has labeled and offers for sale over the counter.

Near the end of this notebook she has a section on "How To Keep A Job," and she makes her own summary in this fashion:

TEN "BE'S FOR BUSINESS GIRLS

BE—

Reliable	Tactful
Industrious	Patient
Loyal	Tolerant
Discreet	Enthusiastic
Obliging	Cheerful

For this ninth grade girl, a knowledge of business means an opportunity to earn enough money so that she can get increasingly better jobs as she works her way through high school and college. She has decided to take the stenographic course in the high school, because she feels that she can make an income as a stenographer by working for the college authorities and professors. In addition, she realizes that she has to know technical shorthand and typing in order to be a good commercial teacher.

Business As an Orchestra

Unfortunately, her notebooks are too voluminous to be condensed into a short magazine article, but she summarizes what business means to her in the last picture in her notebook, which depicts an orchestra. Let us take her explanation of the illustration:

This drawing of an orchestra shows each member playing a peculiar kind of instrument. The bass-drummer is pounding on a drum that looks like a big silver dollar, and I call this the financing department of the business. Next to him, the bass-viol player has an instrument with a box that looks like a factory building standing on end, and I call this the manufacturing department. The cello player has an instrument with a box that looks like a big ledger book standing on end, and I call this the bookkeeping department. The violin player has an instrument with a box that looks like a freight car, and I call this the distributing department. Then there is the leader, and I call him the management. All this orchestra is like a business with departments, and every one has to do his part, otherwise they do not make music or profits.

All jobs are like playing in an orchestra. You have to be good or you don't get in. Before you can try out, you have to have an education and be able to play some instrument very well. Even while you are being tried out, you can play softly or loudly, rapidly or slowly, just as you like. But after you get in, you can't do that. Then you have to play just as the leader or management directs.

All life is like playing in an orchestra, because you have to get along with others. Just as in life, a player had better not strike too many sour notes. They not only get you into trouble but they spoil the entire sound effect. My problem is to get an education so that I can get into a big orchestra like my school system as a commercial teacher some day.

[For other "Adventures in Social-Business Education," see the B.E.W. for September and October, 1940, and for January and March, 1941.]



How Are My Avocations?

RUTH
E.
BELL

EDITOR'S NOTE—Those who will be teachers next year and those who are teachers now will find Miss Bell's suggestions useful—the former, as a basis for their own personal planning; the latter, as good advice to pass on to their students who will be office workers soon.

JUST as the doctor asks, "How's your appetite?" ask yourself, "How are my avocations? Do I have enough healthy away-from-the-job life to make me a well-rounded, happy personality?"

Your idea of peaceful relaxation after a strenuous day in the office (or in the classroom as a teacher) may be an armchair, with a box of bonbons and a radio, but try something else. None of these is good for you in large doses.

Work out your own special philosophy of life, and find avocational activities that particularly suit you.

An avocation can make your eyes as starry as a new outfit could, and the results will be equally desirable. You will find that having outside interests will make you a better person to work with, and your job will take on new significance.

If you don't attend to your avocations intelligently, your after-work hours, which you now consider your own, may become absorbed by overtime work.

Get away from dominating influences when you leave the schoolroom or office, since you are necessarily under such an influence all day. See what you are like when all the orders are being given to you by yourself.

The change that will take place in you as you step from your working day to your

evenings and week ends must be radical yet well managed. Your entire mode of thought must be different.

It will be a relief to think for yourself. Prove to yourself that you are not only master of a job but also versatile enough to amuse yourself and your friends—even if your sole accomplishment is parlor sleight-of-hand.

Instead of decreasing the functional efficiency for which you are striving, having outside avocations will make you more alert at your work and will give you a broader mental approach to your work.

Avocational Planning

First of all, plan an avocational campaign. Analyze your likes and dislikes; make a list of the things that amuse you and one of things that bore you. Wage your own private battle against stagnation.

Your state of mind will be a clue in aiding you in your analysis. If you are restless after the day's work and feel a need for social contacts, adopt a sport or activity that will include a crowd. Find associates outside the office or school in order to avoid shop talk.

Try this plan: Pick four sports that you like—two in which you can engage alone, and two that are social. Spend at least half your play time out-of-doors.

Of the wide variety of social hobbies you may acquire, there are, to mention only a few, swimming, dancing, tennis, fencing, and bridge. Perfect at least one of these, so that, when you have a chance to blossom forth, you will not be hesitant.

Perhaps you have always liked gardening; dig away, even if it has to be in a flower box outside a third-story window. Or perhaps you like hiking or long walks in the rain. The candid-camera fad has made a fascinating hobby for many people.

If, on the other hand, you are a homebody at heart, instead of sitting at home and thinking what is in store for you tomorrow at work, do something that you will enjoy: collect old glass, pick at the piano, or learn to cook. Anything that stimulates your mind in a direction other than your work will be good for you.

In acquiring the "thinking attitude," however, shut your mind to home and social problems when you hang up your hat every morning.

If you use your head outside your work, as well as in it, you will be able to find enough natural resources within yourself so that, when the clock strikes quitting time each afternoon, you won't be left stranded and wondering what to do.

Suggested Time Schedule for Avocations

The following suggestions are only tentative. You will, of course, make your own schedule to fit your particular needs, abilities, and desires.

If you are so ambitious that, outside office hours, you are writing the great American novel, busy with civic or club activities, or writing ad copy that will some day make you advertising manager, you will have to omit some of the other avocational possibilities.

Likewise, there will be times when one avocational interest (perhaps the fiancé) will dominate to the exclusion of all others. But even then it may be wise for you to check over the possibilities, with an eye toward diversification of industry.

You will probably find that you have about forty hours a week for avocational interests. These hours will usually be grouped into three hours a day on week days, eight hours on Saturday, and twelve hours on Sunday.

A good average allotment would be as follows:

Reading, 25 per cent (out-of-doors in pleasant weather); alone, 35 per cent (out-of-doors three-fourths of the time in summer, one-third of the time in winter); group activities, 40 per cent (out-of-doors three-fourths of the time in summer, one-fourth of the time in winter.)

As for reading, remember that the lighter magazines may be saved for "night caps," and the daily paper may be read on the bus on the way to work.

When you are alone, *you* are boss. At such times you work out your own philosophy of life and your own set of values. You see life in its larger relationships and get the thrill of exercising your creative impulse.

Don't carry on your hobby merely to show your friends your results; the *doing* and what it does *for you* are the important things.

You must learn to live with yourself happily—for self-satisfaction, for poise, for accomplishment in the larger sense.

Some Specific Suggestions

1. Don't be a dilettante in many hobbies; choose a few and have a real enthusiasm for them.

2. Don't use time killers; take an active, not a passive, attitude.

3. Don't overlook the social-avocational side of dining. Choose your luncheon and dinner company intelligently so that you will be able to serve two purposes on the same time allotment.

4. Experiment in living-arrangement schedules; don't be an unthinking slave to routine. For instance, have dinner half an hour late, in order to get in a full hour of hiking in the late sunshine. Plan Sunday "brunch" and dinner so as to have a long afternoon *and* evening in the same day.

WORD REACHED US too late last month to include an announcement of the sudden death, following a heart attack, of Carl Pettijohn.

Mr. Pettijohn, who was joint owner with Mrs. Corinne Wilson of the Business Preparatory School, Wichita, Kansas, was also widely known as a Certified Public Accountant.

Mr. Pettijohn was born in Fredonia, Kansas, but went to Wichita some twenty-four years ago. He took an active part in the business and civic affairs of Wichita, was a member of the First Baptist Church, a charter member of the Optimist Club, and a member of several accountants' associations.

Mr. Pettijohn is survived by his parents, his widow, two daughters, and a brother.

What Business Education Can Do To Strengthen American Defense

C. O. WEIMER

Instructor in Accounting, Detroit High School of Commerce

THAT youth must have the stimulus of a goal has been demonstrated by the totalitarian nations during the past decade. Only the stimulated student learns how to plan and become efficient in his economic procedures; only a true democratic situation permits co-operative, efficient workers. The United States defense program can operate only with this type of precision and efficiency.

Totalitarian states have demonstrated that youth responds nobly to a challenge. Business education can present the challenge of our new democratic ideals and can translate them into practical achievement.

There is no better place to build a co-operative goal for youth than in business education. We must set up a co-operative service bureau with the business phases of all industrial organizations. This bureau would be a clearing house for job seekers in the entire field of business; a source of information for fledglings in business; an occupational guide for secondary students; and a research bureau for the businessman, the educator, and the adult public.

We are upon the threshold of another economic period of darkness; therefore, such old words as thrift, work, and savings must be given a new impetus. Slogans are not enough. We must *live* democracy.

The ideal of international co-operation between democracies is not new to education. It must be made stronger and more vital through education if it is to live successfully in a world half on fire.

Our Latin-American friends demand from their students a speaking knowledge of English. Let business education strengthen our defense program by insisting that all business-education students study Spanish and Portuguese and other related subjects that will help build the new interdemocracy.

We must begin to teach that our defense is no better than the efficient operation and organization of our economic life. American democracy needs both labor and capital, side by side, hand in hand. Democracy is not a list of rules. A new regulation will not cure the ills of a democratic nation. Democracy is an attitude, a habit, and it can be formulated only during the plastic years.

Our defense program has only started. The near future holds a possible ten-year period in which great strides will be made in our new defense program. During this period many highly trained employees will be needed. Our job will be to increase the efficiency of their preparation, which entails:

1. Higher specialized technical skills in all business subjects.
2. Increased tempo in the preparation of qualified young men.
3. Inauguration of new courses, which would include occupational information in military science, such as switchboard operation, transportation, purchasing, warehouse and storage management, and others.
4. Changes in other classes, in order to meet the needs of our defense program.

In brief, business education must:

1. Build democratic procedures in the classroom.
2. Create co-operative bureaus with business.
3. Build co-ordination classes for core subjects.
4. Conduct a follow-up service bureau for graduates.
5. Require courses for interdemocracy, such as Spanish, Portuguese, and Latin-American philosophy.
6. Prepare to train students for special techniques and skills of a business character that would be required by military scientists.
7. Assist traditional educational foes in co-operative harmonization.

8. Build a support of our national ideals—develop loyalty, build morale, and solidify co-operative effort.

9. Cultivate a genuine respect for accuracy and a deep regard for expertness.

10. Use the services of such Federal agencies as the C.C.C., W.P.A., and N.Y.A.

11. Make business education more expertly available to a larger fraction of high school people.

12. Build a strong professional organization with a marked emphasis on the leadership of both state and national groups.

MEMBERS OF THE SALESMANSHIP classes of J. H. Martin, Bellaire (Ohio) High School, earned a total of \$3,040.36 last year by working part time in stores in Bellaire and Wheeling, West Virginia. It is likely that earnings this year will exceed that amount. The distributive-education courses at Bellaire are not under George-Deen supervision.

CHILLICOTHE BUSINESS COLLEGE, in Chillicothe, Missouri, has established an office-personality department, with Mrs. Louis M. Potts in charge.

Mrs. Potts plans to hold individual conferences with every student in the school, in addition to giving group instruction.

Chillicothe is one of the largest institutions in America devoted exclusively to business education. About 97 per cent of the students (3,700 received training last year) come from out of town.

The plan in operation at C.B.C. permits needy students to earn their way and even to earn their tuition before enrolling. The institution operates three farms, a cannery, and a bakery. Many social and athletic activities are provided.



MRS. LOUIS M. POTTS

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Last Year's Graduates

G. L. APLIN

Head of Commercial Department, Manitowoc, Wisconsin

IF you were to step into the office of our principal and ask him how many of our last year's graduates are working, he could tell you. He could also tell you many other interesting facts about these young people, such as how many are attending college or doing office work and how many are engaged in retail selling or factory work. And he, like other school principals, would also have a list of unemployed.

No, he isn't a wizard. His information is based on a survey that is conducted by our school every year.

The following information taken from one of our surveys, showing the relation of type of employment to rank in class, seems to indicate that school marks are rather important. Each student in the class of 375 was given a rank. The student whose grades were highest ranked first, or 1, and so on through the lowest, or 375.

The median rankings are of particular interest.

1. Office Work. Of the total number of graduates, thirty-one (all girls except one), or 8.27 per cent, are now in office work. The median rank is 70; the range, 2-306.

Rank in class of 375: 2, 14, 21, 22, 23, 25, 27, 31, 32, 46, 48, 49, 60, 65, 69, 70, 71, 73, 77, 82, 83, 103, 111, 113, 145, 147, 186, 189, 204, 301, 306.

It is usually conceded that the cream of the crop goes to college. In fact, many colleges encourage only the upper one-third to enroll for regular college work.

Not all the cream goes to college, however; some of it goes into business offices. The number shown as having obtained office jobs directly after graduation is not really accurate, as some of the larger business organizations require a factory apprenticeship before allowing high school graduates to do office work.

2. Attending University or College or En-

rolled in University Extension Course. Sixty-three graduates (forty-three boys and twenty girls) are attending university or college. They constitute 16.8 per cent of the total. The median rank is 95; the range, 1-288.

Rank in class of 375: 1, 3, 4, 5, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 29, 34, 35, 37, 38, 39, 40, 41, 43, 53, 55, 69, 74, 94, 96, 101, 105, 112, 114, 118, 120, 128, 134, 135, 136, 140, 145, 157, 167, 169, 172, 181, 189, 193, 194, 218, 220, 224, 227, 228, 236, 260, 274, 276, 288.

3. Other Formal Education (including vocational-school courses, rural teacher training, nurses' training, private business school, etc.) Forty-three graduates (eighteen boys, twenty-five girls) are continuing with formal education other than regular college work. This is 11.47 of the total. The median rank is 174; the range, 7-350.

Rank in class of 375: 7, 8, 30, 33, 42, 44, 51, 52, 56, 57, 61, 63, 66, 92, 99, 102, 108, 117, 124, 126, 174, 184, 195, 207, 208, 218, 221, 229, 230, 241, 249, 266, 269, 270, 293, 294, 296, 308, 326, 347, 350.

4. Retail Selling. Seven boys and seventeen girls are engaged in retail selling. This is 6.4 per cent of the total. The median rank is 224; the range, 26-371.

Rank in class of 375: 26, 64, 71, 78, 107, 149, 152, 197, 198, 201, 203, 215, 233, 257, 270, 278, 297, 318, 329, 332, 337, 340, 349, 371.

5. Working in Factories. Eighty-three graduates (fifty boys, thirty-three girls) are working in factories—22.13 per cent. The median rank is 233; the range, 27-369.

Rank in class of 375: 27, 45, 57, 67, 75, 80, 81, 86, 90, 91, 93, 98, 104, 110, 121, 130, 133, 139, 144, 153, 155, 159, 161, 168, 171, 174, 176, 177, 179, 182, 187, 188, 191, 192, 200, 201, 205, 210, 217, 225, 226, 233, 240, 241, 243, 250, 251, 252, 253, 255, 258, 262, 265, 267, 273, 280, 281, 282, 283, 285, 298, 302, 303, 305, 307, 315, 326, 327, 330, 333, 335, 344, 345, 348, 352, 353, 354, 355, 358, 359, 363, 368, 369.

6. *Miscellaneous Jobs* (including apprenticeship at shipyards, waitress, deckhand, delivery and shipping-room work, housework, station attendant at oil company, salesman, cashier at theater, usher at theater, driving truck, chauffeur, playing in an orchestra, farm work, driving taxi, decorating windows, operating elevator, etc.)

Sixty-nine graduates (sixty boys, nine girls), or 18.4 per cent of the group, are working at miscellaneous jobs. The median rank is 235; the range, 36—375.

Rank in class of 375: 36, 47, 50, 68, 74, 87, 88, 96, 106, 115, 116, 119, 125, 127, 131, 132, 142, 150, 156, 158, 164, 166, 169, 173, 183, 185, 189, 196, 205, 212, 215, 221, 232, 234, 235, 244, 246, 253, 261, 264, 279, 286, 303, 308, 311, 312, 316, 319, 321, 322, 324, 325, 328, 334, 336, 338, 339, 341, 343, 359, 361, 367, 372, 373, 375.

7. *Unemployed*. Forty-nine graduates—13.07 per cent—are unemployed. Thirty-five of these are boys and fourteen are girls. The median rank is 248; the range, 24—374.

THE FIRST ISSUE OF A NEW INDEX—

1940 BUSINESS EDUCATION INDEX

Compiled and sponsored by
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OCCUPATION	MEDIAN RANK	NUMBER		PERCENT OF CLASS
		BOYS	GIRLS	
Office work.....	70	1	30	8.27
Attending college...	95	43	20	16.80
Other formal education	174	18	25	11.47
Retail selling	224	7	17	6.40
Factory work	233	50	33	22.13
Miscellaneous jobs.	235	60	9	18.40
Unemployed	248	35	14	13.07
Unclassified .....	...	...	...	3.46

RESULTS OF A FOLLOW-UP SURVEY OF GRADUATES, LINCOLN HIGH SCHOOL, MANITOWOC, WISCONSIN

Rank in class of 375: 24, 84, 86, 109, 123, 128, 136, 141, 143, 148, 150, 162, 163, 164, 178, 209, 212, 223, 231, 237, 238, 239, 245, 248, 256, 263, 268, 275, 277, 284, 289, 292, 294, 299, 310, 314, 316, 318, 323, 331, 341, 346, 351, 356, 365, 366, 374.

These young people present a challenge. They go through school developing few if any interests; they do poor work in what is offered in our present high school course. Colleges want only the upper one-third of the graduating class; industry wants the best it can get. In times of economic stress and even in fairly prosperous times, these marginal people are the ones to suffer. They represent our future recipients of government relief unless we can do something about it. What can we do?

8. *All others* (unclassified). This group of thirteen graduates includes girls who married, those persons who moved out of our community, those deceased, and those not reported.

The results of the survey are shown, in simplified form, in the accompanying table.

The office workers' group is composed of graduates who had higher grades than the graduates who are now attending colleges and universities.

◆ *About G. L. Aplin:* Head of the commercial department, Lincoln High School, Manitowoc, Wisconsin. Degrees from Whitewater (Wisconsin) State Teachers College and Northwestern University. Is the author of the entertaining and amusing cartoon series on classroom housekeeping that you have been enjoying in the B.E.W.

The B. E. W. Summer School Directory

Special courses in commercial teacher-training and content subjects will be offered this summer at the following schools, according to announcements received by the Business Education World.

ALABAMA

ALABAMA COLLEGE, Montevallo. Two terms: June 9 to July 16; July 17 to August 20. M. L. Orr, Director; Minnie B. Tracey, Department Head.

ALABAMA POLYTECHNIC INSTITUTE, Auburn. Two terms: June 3 to July 11; July 14 to August 16. Dr. Zebulon Judd, Director; M. L. Beck, Department Head.

STATE TEACHERS COLLEGE, Florence. Two terms: June 2 to July 5; July 7 to August 15. C. B. Collier, Director; Helen Kohler, Department Head.

STATE TEACHERS COLLEGE, Jacksonville. Two terms: June 2 to July 11; July 14 to August 15. Dr. C. R. Wood, Director; R. A. James, Department Head.

UNIVERSITY OF ALABAMA, University (Tuscaloosa). Two terms: June 9 to July 18; July 19 to August 23. John R. McLure, Director; Hermine Heye, Department Head.

ARIZONA

ARIZONA STATE TEACHERS COLLEGE, Flagstaff. June 9 to August 15. President T. J. Tormey, Director; Dr. Arden B. Olsen, Department Head.

ARIZONA STATE TEACHERS COLLEGE, Tempe. Two terms: June 9 to July 12; July 14 to August 16. J. O. Grimes, Director; Edward A. Swanson, Department Head.

ARKANSAS

ARKANSAS STATE TEACHERS COLLEGE, Conway. Two terms: June 4 to July 9; July 10 to August 14. H. L. McAlister, President; C. C. Calhoun, Department Head.

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: May 30 to July 5; July 3 to August 8. J. A. Day, President and Director; Lucille Taylor, Department Head.

UNIVERSITY OF ARKANSAS, Fayetteville. Two terms: June 13 to July 22; July 23 to August 29. Dr. H. G. Hotz, Director; Mrs. Pearl E. Green, Department Head.

CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. June 30 to August 8. President J. Evan Armstrong, Director; Dr. E. L. Kelley, Dean of the Faculty.

UNIVERSITY OF CALIFORNIA, Berkeley, June 30 to August 8. Raymond G. Gettell, Dean;

Robert D. Calkins, Dean of the College of Commerce.

UNIVERSITY OF CALIFORNIA, Los Angeles. June 30 to August 8. J. Harold Williams, Dean of Summer Session; Howard S. Noble, Dean of the College of Business Administration.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Three terms: June 16 to August 7; June 28 to August 7; August 7 to August 30. Dr. Lester B. Rogers, Director; Dr. Reid L. McClung, Department Head.

WOODBURY COLLEGE, Los Angeles. June 30 to August 8. Dr. R. H. Whitten, Director; T. E. Nichols, Department Head.

COLORADO

ADAMS STATE TEACHERS COLLEGE, Alamosa. June 16 to August 22. Ira Richardson, Director; James R. Groves, Department Head.

COLORADO STATE COLLEGE OF AGRICULTURE & MECHANIC ARTS, Fort Collins. Three terms: June 14 to July 3; July 5 to July 25; July 26 to August 15. Dr. George T. Avery, Director.

COLORADO STATE COLLEGE OF EDUCATION, Greeley. June 16 to August 8. Dr. George W. Frasier, President and Director; Dr. A. O. Colvin, Professor of Business Education.

UNIVERSITY OF COLORADO, Boulder. Two terms: June 16 to July 18; July 21 to August 22. Clifford G. Houston, Dean of Summer Quarter; Elmore Petersen, Dean of School of Business.

UNIVERSITY OF DENVER, Denver. Two terms: June 16 to July 18; July 21 to August 22. Cecil Puckett, Director and Department Head.

WESTERN STATE COLLEGE, Gunnison. Three terms: June 2 to June 13; June 16 to July 25; July 28 to August 15. Dr. C. C. Casey, Director of the Summer School.

CONNECTICUT

LARSON JUNIOR COLLEGE, New Haven. July 7 to August 16. George V. Larson, President and Director; Claire Hosley, Department Head.

MORSE COLLEGE, Hartford. July 7 to August 16. Orton E. Beach, Director; Ion E. Dwyer, Department Head.

STATE TEACHERS COLLEGE OF CONNECTICUT, New Britain. Summer Session at Yale University, New Haven, July 1 to August 9. Dr. F. E. Engleman, Director; Frank H. Ash, Department Head.

DISTRICT OF COLUMBIA

THE CATHOLIC UNIVERSITY OF AMERICA. June 27 to August 9. Dr. Roy J. Deferrari, Director; Joseph L. Kochka, Department Head.

FLORIDA

FLORIDA SOUTHERN COLLEGE, Lakeland. June 9 to August 16. J. C. Peel, Director; W. O. Kopp, Department Head.

JOHN B. STETSON UNIVERSITY, Deland. June 9 to August 18. Dean B. W. Davis, Director; Dr. Russell C. Larcom, Director, School of Business.

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 16 to July 25; July 28 to August 29. Dr. J. W. Norman, Director; John H. Moorman, Department Head.

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 11 to July 18; July 19 to August 22. Dr. Hay Taylor, Director; Charles T. Taylor, Department Head.

UNIVERSITY OF GEORGIA, Athens. Two terms: June 11 to July 18; July 19 to August 22. Dr. Harmon W. Caldwell, President.

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 16 to July 25. Dean J. F. Messenger, Director; Ellen Reiersen, Department Head.

ILLINOIS

DE PAUL UNIVERSITY, Chicago. June 23 to August 1. Howard E. Egan, Director; C. J. O'Malley, Department Head.

EASTERN ILLINOIS STATE TEACHERS COLLEGE, Charleston. June 16 to August 8. Robert G. Buzzard, Director; James M. Thompson, Department Head.

GREGG COLLEGE, Chicago. July 7 to August 15. Henry J. Holm, Principal and Director; W. W. Lewis, Department Head.

ILLINOIS STATE NORMAL UNIVERSITY, Normal. June 10 to August 6. Dr. R. W. Fairchild, President; Dean H. H. Schroeder, Director; Arthur Williams, Department Head.

NORTHWESTERN UNIVERSITY, Evanston. June 23 to August 16. Dr. S. A. Hamrin, Director.

SOUTHERN ILLINOIS NORMAL UNIVERSITY, Carbondale. June 9 to August 1. President Roscoe Pulliam, Director; T. L. Bryant, Department Head.

UNIVERSITY OF CHICAGO, Chicago. Two terms: June 24 to July 25; July 28 to August 28. Dean C. F. Huth, Director; Dr. H. G. Shields, Associate Professor, Department of Business.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 9 to July 18; July 18 to August 22. Dr. Walter P. Morgan,

President and Director; Dr. Clyde Beighey, Department Head.

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. One term: June 11 to August 8. Dr. L. A. Pittenger, President and Director; Dr. M. E. Studebaker, Department Head.

BUTLER UNIVERSITY, Indianapolis. June 10 to August 2. George F. Leonard, Director; Howard Z. Stewart, Department Head.

CENTRAL NORMAL COLLEGE, Danville. Two terms: June 16 to July 18; July 21 to August 22. P. R. Hightower, Director; Mrs. Blanche M. Wean, Department Head.

EVANSVILLE COLLEGE, Evansville. June 9 to August 8. L. B. Hale, Dean; Mrs. Lucile Springer, Department Head.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. June 9 to August 1. Helen Wood, Temporary Chairman, Commerce Department.

INDIANA UNIVERSITY, Bloomington. Two terms: June 10 to August 6; August 6 to August 23. Henry L. Smith, Director.

MANCHESTER COLLEGE, North Manchester. Two terms: June 9 to July 11; July 14 to August 15. Carl W. Holl, Director.

IOWA

DRAKE UNIVERSITY, Des Moines. June 9 to August 8. Dean L. E. Hoffman, Director; A. R. Burton, Department Head.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 4 to August 22. Dr. M. J. Nelson, Director; Dr. Lloyd V. Douglas, Department Head.

IOWA WESLEYAN COLLEGE, Mt. Pleasant. June 3 to August 9. E. Wayne Hilmer, Director; Ralph Novak, Department Head.

LORAS COLLEGE, Dubuque. June 23 to August 1. E. A. Fitzgerald, Director; L. M. Becker, Department Head.

MORNINGSIDE COLLEGE, Sioux City. Two terms: June 15 to July 15; July 14 to August 15. Dean M. E. Groeber, Director; Laura Tasche, Department Head.

PARSONS COLLEGE, Fairfield. June 4 to August 12. Fred J. Hinkhouse, Director; Marie Behrens, Department Head.

ST. AMBROSE COLLEGE, Davenport. June 16 to July 25.

STATE UNIVERSITY OF IOWA, Iowa City. Two terms: June 9 to August 1; August 4 to August 22. Dean Paul C. Packer, Director; C. A. Phillips, Dean of the College of Commerce.

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 4 to August 2. Dr. L. D. Wooster, Director; Dr. E. R. McCartney, Department Head.

KANSAS STATE TEACHERS COLLEGE OF EMPORIA, Emporia. June 9 to August 6. Dr. Thomas W. Butcher, President and Director; Dr. R. R. Pickett, Department Head.

KANSAS STATE TEACHERS COLLEGE, Pittsburg. June 2 to August 1. O. P. Dellinger, Acting President and Director; Dr. W. S. Lyerla, Department Head.

SOUTHWEST KANSAS COLLEGE, Winfield. June 9 to August 2. Dr. T. Reese Marsh, Director; Mrs. O. B. Scott, Department Head.

KENTUCKY

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 9 to July 12; July 14 to August 16. J. Murray Hill, Director.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. June 10 to August 3. Dr. H. L. Donovan, President; Dr. W. J. Moore, Department Head.

MOREHEAD STATE TEACHERS COLLEGE, Morehead. June 16 to August 22. William H. Vaughan, President and Director; R. W. Jennings, Department Head.

UNIVERSITY OF KENTUCKY, Lexington. Two terms: June 16 to July 19; July 21 to August 23. Dr. Jesse E. Adams, Director; A. J. Lawrence, Department Head.

LOUISIANA

LOUISIANA STATE NORMAL SCHOOL, Natchitoches. June 9 to August 9. A. A. Fredericks, President; N. B. Morrison, Department Head.

LOUISIANA STATE UNIVERSITY, University (Baton Rouge). June 7 to August 9. E. B. Robert, Director; Howard M. Norton, Department Head.

SOUTHEASTERN LOUISIANA COLLEGE, Hammond. May 27 to July 26. Dr. G. W. Bond, Director; R. Norval Garrett, Department Head.

MAINE

AUBURN MAINE SCHOOL OF COMMERCE, Auburn. June 30 to August 8. Mrs. Agnes C. Seavey, Director.

BANGOR MAINE SCHOOL OF COMMERCE, Bangor. July 7 to August 15. Chesley H. Husson, Principal.

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. July 7 to August 16. Professor Atlee L. Percy, Director.

HARVARD UNIVERSITY, Cambridge. July 7 to August 16. Dr. Kirtley S. Mather, Director; Dr. William H. Burton, Department Head.

MICHIGAN

CENTRAL STATE TEACHERS COLLEGE, Mount Pleasant. June 30 to August 8. Dr. Cleon C. Richtmeyer, Director.

FERRIS INSTITUTE, Big Rapids. Two terms: May 19 to June 27; June 30 to August 8. Dr.

Merle S. Ward, President and Director; Miss Marjorie Hunsinger, Department Head.

UNIVERSITY OF MICHIGAN, Ann Arbor. June 30 to August 22. Dean Louis A. Hopkins, Director; J. M. Trytten, Department Head.

WAYNE UNIVERSITY, Detroit. June 23 to August 2. Robert M. Magee, Jr., Director; J. L. Holtsclaw, Supervising Principal, Commercial Education.

WESTERN STATE TEACHERS COLLEGE, Kalamazoo. June 26 to August 4. Dr. Elmer H. Wilds, Director; Dr. J. Marshall Hanna, Dept. Head.

MINNESOTA

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 9 to July 18; July 21 to August 23. George A. Selke, President and Director; A. E. Schneider, Department Head.

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 16 to July 25; July 28 to August 29. Thomas A. H. Teeter, Director; Dean Russell A. Stevenson, Department Head.

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 3 to July 9; July 9 to August 14. Dr. William H. Zeigel, Director; C. V. Casady, Department Head.

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. Two terms: June 2 to July 9; July 10 to August 15. Cecil A. Rogers, Director and Department Head.

MISSISSIPPI STATE COLLEGE, State College. Two terms: June 2 to July 5; July 7 to August 9. B. P. Brooks, Director; J. W. Taylor, Acting Department Head.

UNIVERSITY OF MISSISSIPPI, University (Oxford). June 4 to August 2. R. C. Cook, Director.

MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. June 2 to August 7. President George W. Diemer, Director; Clay J. Anderson, Department Head.

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. June 2 to August 8. Dr. Walter H. Ryle, President and Director; Dr. P. O. Selby, Department Head.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. Two terms: June 3 to July 3; July 7 to August 7. Uel W. Lamkin, President and Director.

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield. May 28 to July 29. Roy Ellis, President and Director; Dr. W. V. Cheek, Department Head.

STATE TEACHERS COLLEGE, Cape Girardeau. June 2 to August 7. W. W. Parker, President and Director; Dr. E. H. Newmeyer, Dept. Head.

UNIVERSITY OF MISSOURI, Columbia. June 16 to

DISTRICT OF COLUMBIA

THE CATHOLIC UNIVERSITY OF AMERICA. June 27 to August 9. Dr. Roy J. Deferrari, Director; Joseph L. Kochka, Department Head.

FLORIDA

FLORIDA SOUTHERN COLLEGE, Lakeland. June 9 to August 16. J. C. Peel, Director; W. O. Ropp, Department Head.

JOHN B. STETSON UNIVERSITY, Deland. June 9 to August 18. Dean B. W. Davis, Director; Dr. Russell C. Larcom, Director, School of Business.

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 16 to July 25; July 28 to August 29. Dr. J. W. Norman, Director; John H. Moorman, Department Head.

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 11 to July 18; July 19 to August 22. Dr. Hay Taylor, Director; Charles T. Taylor, Department Head.

UNIVERSITY OF GEORGIA, Athens. Two terms: June 11 to July 18; July 19 to August 22. Dr. Harmon W. Caldwell, President.

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 16 to July 25. Dean J. F. Messenger, Director; Ellen Reiersen, Department Head.

ILLINOIS

DE PAUL UNIVERSITY, Chicago. June 23 to August 1. Howard E. Egan, Director; C. J. O'Malley, Department Head.

EASTERN ILLINOIS STATE TEACHERS COLLEGE, Charleston. June 16 to August 8. Robert G. Buzzard, Director; James M. Thompson, Department Head.

GREGG COLLEGE, Chicago. July 7 to August 15. Henry J. Holm, Principal and Director; W. W. Lewis, Department Head.

ILLINOIS STATE NORMAL UNIVERSITY, Normal. June 10 to August 6. Dr. R. W. Fairchild, President; Dean H. H. Schroeder, Director; Arthur Williams, Department Head.

NORTHWESTERN UNIVERSITY, Evanston. June 23 to August 16. Dr. S. A. Hamrin, Director.

SOUTHERN ILLINOIS NORMAL UNIVERSITY, Carbondale. June 9 to August 1. President Roscoe Pulliam, Director; T. L. Bryant, Department Head.

UNIVERSITY OF CHICAGO, Chicago. Two terms: June 24 to July 25; July 28 to August 28. Dean C. F. Huth, Director; Dr. H. G. Shields, Associate Professor, Department of Business.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 9 to July 18; July 18 to August 22. Dr. Walter P. Morgan,

President and Director; Dr. Clyde Beighey, Department Head.

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. One term: June 11 to August 8. Dr. L. A. Pittenger, President and Director; Dr. M. E. Studebaker, Department Head.

BUTLER UNIVERSITY, Indianapolis. June 10 to August 2. George F. Leonard, Director; Howard Z. Stewart, Department Head.

CENTRAL NORMAL COLLEGE, Danville. Two terms: June 16 to July 18; July 21 to August 22. P. R. Hightower, Director; Mrs. Blanche M. Wean, Department Head.

EVANSVILLE COLLEGE, Evansville. June 9 to August 8. L. B. Hale, Dean; Mrs. Lucile Springer, Department Head.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. June 9 to August 1. Helen Wood, Temporary Chairman, Commerce Department.

INDIANA UNIVERSITY, Bloomington. Two terms: June 10 to August 6; August 6 to August 23. Henry L. Smith, Director.

MANCHESTER COLLEGE, North Manchester. Two terms: June 9 to July 11; July 14 to August 15. Carl W. Holl, Director.

IOWA

DRAKE UNIVERSITY, Des Moines. June 9 to August 8. Dean L. E. Hoffman, Director; A. R. Burton, Department Head.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 4 to August 22. Dr. M. J. Nelson, Director; Dr. Lloyd V. Douglas, Department Head.

IOWA WESLEYAN COLLEGE, Mt. Pleasant. June 3 to August 9. E. Wayne Hilmer, Director; Ralph Novak, Department Head.

LORAS COLLEGE, Dubuque. June 23 to August 1. E. A. Fitzgerald, Director; L. M. Becker, Department Head.

MORNINGSIDE COLLEGE, Sioux City. Two terms: June 15 to July 15; July 14 to August 15. Dean M. E. Groeber, Director; Laura Tasche, Department Head.

PARSONS COLLEGE, Fairfield. June 4 to August 12. Fred J. Hinkhouse, Director; Marie Behrens, Department Head.

ST. AMBROSE COLLEGE, Davenport. June 16 to July 25.

STATE UNIVERSITY OF IOWA, Iowa City. Two terms: June 9 to August 1; August 4 to August 22. Dean Paul C. Packer, Director; C. A. Phillips, Dean of the College of Commerce.

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 4 to August 2. Dr. L. D. Wooster, Director; Dr. E. R. McCartney, Department Head.

KANSAS STATE TEACHERS COLLEGE OF EMPORIA, Emporia. June 9 to August 6. Dr. Thomas W. Butcher, President and Director; Dr. R. R. Pickett, Department Head.

KANSAS STATE TEACHERS COLLEGE, Pittsburg. June 2 to August 1. O. P. Dellinger, Acting President and Director; Dr. W. S. Lyerla, Department Head.

SOUTHWEST KANSAS COLLEGE, Winfield. June 9 to August 2. Dr. T. Reese Marsh, Director; Mrs. O. B. Scott, Department Head.

KENTUCKY

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 9 to July 12; July 14 to August 16. J. Murray Hill, Director.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. June 10 to August 3. Dr. H. L. Donovan, President; Dr. W. J. Moore, Department Head.

MOREHEAD STATE TEACHERS COLLEGE, Morehead. June 16 to August 22. William H. Vaughan, President and Director; R. W. Jennings, Department Head.

UNIVERSITY OF KENTUCKY, Lexington. Two terms: June 16 to July 19; July 21 to August 23. Dr. Jesse E. Adams, Director; A. J. Lawrence, Department Head.

LOUISIANA

LOUISIANA STATE NORMAL SCHOOL, Natchitoches. June 9 to August 9. A. A. Fredericks, President; N. B. Morrison, Department Head.

LOUISIANA STATE UNIVERSITY, University (Baton Rouge). June 7 to August 9. E. B. Robert, Director; Howard M. Norton, Department Head.

SOUTHEASTERN LOUISIANA COLLEGE, Hammond. May 27 to July 26. Dr. G. W. Bond, Director; R. Norval Garrett, Department Head.

MAINE

AUBURN MAINE SCHOOL OF COMMERCE, Auburn. June 30 to August 8. Mrs. Agnes C. Seavey, Director.

BANGOR MAINE SCHOOL OF COMMERCE, Bangor. July 7 to August 15. Chesley H. Husson, Principal.

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. July 7 to August 16. Professor Atlee L. Percy, Director.

HARVARD UNIVERSITY, Cambridge. July 7 to August 16. Dr. Kirtley S. Mather, Director; Dr. William H. Burton, Department Head.

MICHIGAN

CENTRAL STATE TEACHERS COLLEGE, Mount Pleasant. June 30 to August 8. Dr. Cleon C. Richtmeyer, Director.

FERRIS INSTITUTE, Big Rapids. Two terms: May 19 to June 27; June 30 to August 8. Dr.

Merle S. Ward, President and Director; Miss Marjorie Hunsinger, Department Head.

UNIVERSITY OF MICHIGAN, Ann Arbor. June 30 to August 22. Dean Louis A. Hopkins, Director; J. M. Trytten, Department Head.

WAYNE UNIVERSITY, Detroit. June 23 to August 2. Robert M. Magee, Jr., Director; J. L. Holtsclaw, Supervising Principal, Commercial Education.

WESTERN STATE TEACHERS COLLEGE, Kalamazoo. June 26 to August 4. Dr. Elmer H. Wilds, Director; Dr. J. Marshall Hanna, Dept. Head.

MINNESOTA

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 9 to July 18; July 21 to August 23. George A. Selke, President and Director; A. E. Schneider, Department Head.

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 16 to July 25; July 28 to August 29. Thomas A. H. Teeter, Director; Dean Russell A. Stevenson, Department Head.

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 3 to July 9; July 9 to August 14. Dr. William H. Zeigel, Director; C. V. Casady, Department Head.

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. Two terms: June 2 to July 9; July 10 to August 15. Cecil A. Rogers, Director and Department Head.

MISSISSIPPI STATE COLLEGE, State College. Two terms: June 2 to July 5; July 7 to August 9. B. P. Brooks, Director; J. W. Taylor, Acting Department Head.

UNIVERSITY OF MISSISSIPPI, University (Oxford). June 4 to August 2. R. C. Cook, Director.

MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. June 2 to August 7. President George W. Diemer, Director; Clay J. Anderson, Department Head.

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. June 2 to August 8. Dr. Walter H. Ryle, President and Director; Dr. P. O. Selby, Department Head.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. Two terms: June 3 to July 3; July 7 to August 7. Uel W. Lamkin, President and Director.

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield. May 28 to July 29. Roy Ellis, President and Director; Dr. W. V. Cheek, Department Head.

STATE TEACHERS COLLEGE, Cape Girardeau. June 2 to August 7. W. W. Parker, President and Director; Dr. E. H. Newmeyer, Dept. Head.

UNIVERSITY OF MISSOURI, Columbia. June 16 to

August 8. Theo. W. H. Irion, Director; Merea Williams, Department Head.
WASHINGTON UNIVERSITY, St. Louis. June 16 to July 25. Frank L. Wright, Director.

MONTANA

UNIVERSITY OF MONTANA, Missoula. Two terms: June 16 to August 15; July 7 to August 15. Dr. G. D. Shallenberger, Director; Mrs. Brenda F. Wilson, Department Head.

NEBRASKA

NEBRASKA STATE TEACHERS COLLEGE, Chadron. June 9 to August 8. Edwin L. Rouse, Acting President; Maude Ummel, Department Head.

STATE TEACHERS COLLEGE, Kearney. June 3 to August 1. Herbert L. Cushing, President.

STATE TEACHERS COLLEGE, Peru. W. R. Pate, President and Director; Nona Palmer, Department Head.

STATE TEACHERS COLLEGE, Wayne. June 9 to August 8. Dr. J. T. Anderson, President and Director; W. A. Wollenhaupt, Department Head.

UNIVERSITY OF NEBRASKA, Department of Commercial Arts, Lincoln. Two terms: June 9 to July 16; June 9 to August 1. R. D. Moritz, Director; Luvicy M. Hill, Department Head.

UNIVERSITY OF OMAHA, College of Applied Arts and Sciences, Department of Business Administration, Omaha. Two terms: June 9 to July 18; July 21 to August 23. E. M. Hosman, Director; John W. Lucas, Department Head.

NEW JERSEY

NEW JERSEY STATE TEACHERS COLLEGE at Montclair. July 7 to August 13. Dr. H. A. Sprague, Director; Francis R. Geigle, Department Head.

RIDER COLLEGE, Trenton. June 17 to August 15. Dr. Joseph W. Seay, Director; Chester A. McKinney, Department Head.

RUTGERS UNIVERSITY, New Brunswick. June 30 to August 8. Dr. C. E. Partch, Director; William H. Wythes, Department Head.

SETON HALL COLLEGE, South Orange. June 30 to August 8. Rev. Dr. P. Francis Guterl, Dean; Dr. John Lackas, Department Head.

NEW MEXICO

NEW MEXICO NORMAL UNIVERSITY, Las Vegas. Two terms: June 9 to July 18; July 19 to August 22. Edward Eyring, President; E. Dana Gibson, Department Head.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 2 to July 25. Leon M. Bower, Director; Elmer C. Humphrey, Department Head.

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LONG ISLAND UNIVERSITY, New York. June 9 to August 29. Dr. Hugo C. M. Wendel, Director; Dr. R. Earl Lovett, Department Head.

MANHATTAN COLLEGE, New York. June 30 to August 8. James L. Fitzgerald, Director.

NEW YORK STATE COLLEGE FOR TEACHERS, Albany. July 7 to August 16. Dr. Milton G. Nelson, Dean and Director; G. M. York, Department Head.

NEW YORK UNIVERSITY, SCHOOL OF COMMERCE, ACCOUNTS, AND FINANCE, New York. Two terms: June 9 to August 28; July 1 to August 8. Dean John T. Madden, Director and Department Head.

NEW YORK UNIVERSITY, SCHOOL OF EDUCATION, New York. Two terms: June 3 to June 27; July 1 to August 8. Dr. Paul S. Lomax, Director and Department Head.

SYRACUSE UNIVERSITY, Syracuse. Two terms: July 7 to August 15; August 18 to September 20. Dr. Ernest Reed, Director; George R. Tilford, Department Head.

NORTH CAROLINA

ASHEVILLE COLLEGE, Asheville. June 9 to July 18. John Miller, Director.

CATAWBA COLLEGE, Salisbury. June 9 to August 8. John C. Hadley, Director.

DUKE UNIVERSITY, Durham. Two terms: June 11 to July 21; July 23 to August 30. Holland Holton, Director.

EAST CAROLINA TEACHERS COLLEGE, Greenville. June 5 to August 23. Leon R. Meadows President and Director; E. R. Browning, Department Head.

WESTERN CAROLINA TEACHERS COLLEGE, Cullowhee. June 14 to July 24. W. E. Bird, Director; Dr. W. A. Ashbrook, Department Head.

WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA, Greensboro. June 5 to August 6. Dr. W. C. Jackson, Dean of Administration; Dr. McKee Fisk, Department Head.

NORTH DAKOTA

STATE NORMAL & INDUSTRIAL SCHOOL, Ellendale. June 9 to August 1. J. C. McMillan, Director; O. A. Banks, Department Head.

STATE NORMAL SCHOOL, Mayville. June 9 to August 1. Gena Ostby, Director; C. Birkelo, Department Head.

STATE TEACHERS COLLEGE, Dickinson. June 9 to

August 2. Charles E. Scott, Director; L. G. Pulver, Department Head.

STATE TEACHERS COLLEGE, Minot. June 9 to August 1. C. C. Swain, Director; Paul Seaman, Department Head.

STATE TEACHERS COLLEGE, Valley City. June 9 to August 1. Adolf Soroos, Director; Mabel Snoeyenbos, Department Head.

UNIVERSITY OF NORTH DAKOTA, University. June 16 to August 8. J. V. Breitwieser, Director.

OHIO

BALDWIN WALLACE COLLEGE, Berea. June 16 to July 26. Dean Frederick Roehm, Director; E. B. Cochran, Department Head.

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 16 to August 8. Dean Clyde Hisson, Director; Dr. E. G. Knepper, Department Head.

CAPITAL UNIVERSITY, Columbus. June 16 to July 26. Dr. William Young, Director; Harm Harms, Executive Secretary of Business Education.

KENT STATE UNIVERSITY, Kent. Two terms: June 16 to July 25; July 28 to August 29. Dean Fren Musselman, Director; Arden L. Allyn, Department Head.

MIAMI UNIVERSITY, Oxford. Two terms: June 16 to July 18; July 21 to August 22. Dr. E. J. Ashbaugh, Director; Mary Winston Jones, Department Head.

MUSKINGUM COLLEGE, New Concord. Two terms: June 16 to July 23; July 24 to August 29. J. G. Lowery, Director; Vera Amerson, Department Head.

OHIO NORTHERN UNIVERSITY, Ada. Two terms: June 16 to July 19; July 22 to August 23. Frank L. Loy, Director; Elizabeth May Lewis, Department Head.

OHIO STATE UNIVERSITY, Columbus. Two terms: June 23 to July 3; July 31 to August 29. George W. Eckelberry, Director; Harvey H. Davis, Department Head.

OHIO UNIVERSITY, Athens. June 16 to August 8. Dr. E. A. Hansen, Director; Doris Sponseller, Department Head.

TOLEDO UNIVERSITY, COLLEGE OF BUSINESS ADMINISTRATION, Toledo. June 23 to July 30. Dr. G. Harrison Orians, Director; Mary L. Brower, Department Head.

UNIVERSITY OF AKRON, Akron. June 16 to July 25. Leslie P. Hardy, Director; Eldora Flint, Department Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Intersession: June 9 to June 21; June 16 to June 28; Two terms: June 23 to July 29; July 29 to August 30. Ray G. Price, Department Head.

WESTERN RESERVE UNIVERSITY, Cleveland. Two terms: June 23 to August 1; August 11 to Sep-

tember 19. Harry N. Irwin, Director; Hester G. Nixon, Department Head.

WILMINGTON COLLEGE, Wilmington. Two terms: June 9 to July 11; July 14 to August 15. Dr. H. H. Vannorsdall, Dean; Evalyn Hibner, Department Head.

WITTENBERG COLLEGE, Springfield. Two terms: June 16 to July 19; July 21 to August 22. Dr. W. C. Nystom, Director; Dr. D. T. Krauss, Department Head.

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. June 2 to July 31. Dr. Roy Jones, Director; Earl Clevenger, Department Head.

EAST CENTRAL STATE COLLEGE, Ada. Two terms: June 2 to July 31; July 31 to August 21. Dr. A. Linscheid, President and Director; Myrtle Sturdevant, Department Head.

NORTHEASTERN STATE COLLEGE, Tahlequah. Two terms: June 2 to July 31; August 1 to August 21. Dean R. K. McIntosh, Director; Eugene T. Schauer, Department Head.

NORTHWESTERN STATE COLLEGE, Alva. Two terms: June 3 to July 31; August 1 to August 21. Dr. Chester O. Newlun, Director.

OKLAHOMA A. & M. COLLEGE, Stillwater. June 9 to August 2. Dean M. Conger, Director; J. Andrew Holley, Department Head.

PANHANDLE A. & M. COLLEGE, Goodwell. May 26 to July 18. Marvin McKee, Director; Robert A. Lowry, Department Head.

SOUTHWESTERN COLLEGE OF DIVERSIFIED OCCUPATIONS, Weatherford. Two terms: June 2 to July 31; August 1 to August 21. R. C. Dragoo, Director; A. C. Guffy, Department Head.

UNIVERSITY OF OKLAHOMA, DEPARTMENT OF BUSINESS EDUCATION, Norman. Two terms: June 10 to August 5; August 5 to August 30. Dean Ellsworth Collings, Director; C. C. Callarman, Department Head.

OREGON

OREGON STATE COLLEGE, Corvallis. Two terms: June 23 to August 1; August 1 to August 30. Dean M. Ellwood Smith, Director; H. T. Vance, Department Head.

UNIVERSITY OF OREGON, EUGENE. Two terms: June 16 to July 25; July 28 to August 22. Dan E. Clark, Director; Dr. Victor P. Morris, Dean of School of Business Administration.

PENNSYLVANIA

BLOOMSBURG STATE TEACHERS COLLEGE, Bloomsburg. Two terms: June 23 to August 2; August 4 to August 23. Harvey A. Andruss, President; W. C. Forney, Director, Department of Business Education.

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GROVE CITY COLLEGE, Grove City. June 23 to August 2. Weir C. Kettler, President and Director; F. H. Sumrall, Department Head.

MARYWOOD COLLEGE, Scranton. June 27 to August 4. Sister M. Immaculata, Director; Sister M. Anacaria.

SHIPPENSBURG STATE TEACHERS COLLEGE, Shippensburg. Two terms: June 16 to July 25; July 28 to August 15. Dr. Earl Wright, Director; Dr. Edward A. Pickard, Acting Department Head.

STATE TEACHERS COLLEGE, Indiana. Two terms: June 16 to July 26; July 28 to August 16. Dr. M. J. Walsh, Director; G. G. Hill, Director of Business Education Department.

TEMPLE UNIVERSITY, Philadelphia. June 30 to August 8. Harry A. Cochran, Director; Frances B. Bowers, Director Commercial Education Department.

UNIVERSITY OF PENNSYLVANIA, Philadelphia. June 30 to August 12. John Dolman, Jr., Director; W. L. Einolf, Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. July 1 to August 8. F. W. Shockley, Director; D. D. Lessenberry, Department Head.

RHODE ISLAND

BRYANT COLLEGE, Providence. June 25 to August 6. Harry Loeb Jacobs, President; John L. Allan, Director.

SOUTH CAROLINA

CLEMSON COLLEGE, Clemson. Two terms: June 9 to July 19; July 21 to August 23. W. H. Washington, Director; Mrs. Lucia Hudgens, Department Head.

NEWBERRY COLLEGE, Newberry. June 10 to July 19. James C. Kinard, President and Director; Mazie Dominick, Department Head.

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 10 to August 2. Dr. J. A. Stoddard, Director; Dean George E. Olson, Department Head.

WINTHROP COLLEGE, Rock Hill. June 10 to August 1. Dr. Mowat G. Fraser, Director; Harold Gilbreth, Department Head.

SOUTH DAKOTA

BLACK HILLS TEACHERS COLLEGE, Spearfish. June 9 to July 21. Dr. E. C. Woodburn, Director; Ruth E. Bell, Department Head.

DAKOTA WESLEYAN UNIVERSITY, Mitchell. June 4 to July 16. Dr. M. D. Smith, Director; A. R. Shoemaker, Department Head.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 11 to July 23. Dr. William H. Batson, Director; Lucile Pixley, Department Head.

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 9 to July 16; July 17 to August 22. J. D. Fenn, Director and Department Head.

AUSTIN PEAY NORMAL SCHOOL, Clarksville. Two terms: May 19 to June 28; June 30 to July 31. P. P. Claxton, Director; Mrs. Garnett Ladd, Department Head.

STATE TEACHERS COLLEGE, Murfreesboro. Two terms: June 10 to July 20; July 20 to August 30. N. C. Beasley, Director; E. W. Midgett, Department Head.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 9 to July 16; July 17 to August 22. Dr. John A. Thackston, Dean, College of Education, and Director; Dr. Benjamin R. Haynes, Department Head.

TEXAS

BAYLOR UNIVERSITY, Waco. June 9 to August 22. Dr. Lorena Stretch, Director; Dr. M. S. Carroll, Director, School of Business Education.

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 2 to July 11; July 14 to August 22. Dr. S. H. Whitley, President; Dr. A. C. Ferguson, Dean; Dr. Stanley Pugh, Department Head.

NORTH TEXAS AGRICULTURAL COLLEGE, Arlington. Two terms: June 9 to July 19; July 19 to August 30. Dean George L. Dickey, Director; B. C. Barnes, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 4 to July 18; July 20 to August 28. Dr. C. N. Shaver, President and Director; J. Roy Wells, Department Head.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 2 to July 15; July 12 to August 22. Dr. A. A. Grusendorf, Registrar and Director; C. E. Chamberlin, Department Head.

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 4 to July 15; July 16 to August 29. A. W. Birdwell, Director; J. H. Wisely, Department Head.

(To be concluded in May)



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41 The new Duplex "Two-Top" desk for executives is a flat-top desk plus a modern adaptation of the roll top. With the "roll top" open, you have a flat desk of the usual height, on which you do your usual work. With the roll top closed, you have a convenient conference table or display counter a few inches higher than the desk height—and all your papers are safely hidden from prying eyes. There is an additional drawer at the left. A ledge for the secretary is also provided at the left, and an additional extra-large ledge can be extended from the right side. This is a product of the Duplex Desk Company.

42 New typewriter rolls of "Lucite" methyl methacrylate, a du Pont plastic, do away with the necessity of working "blind" in cutting stencils, for the "Lucite" transmits light from a six-watt

A. A. Bowle April, 1941
The Business Education World
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41, 42, 43, 44, 45

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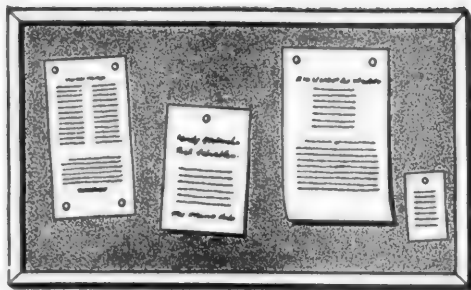
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fluorescent tube in the special lighting fixture illuminating the stencil from beneath. The roller is claimed to last at least for the life of the machine, maintaining its original smooth surface, as the typewriter keys do not indent the plastic. It is also said by its makers, the Lumirol Company, to make possible the typing of a greater number of legible carbon copies.

43 Dupliscopes is a new, illuminated drawing board produced by Remington Rand, Inc., to facilitate the tracing of images from an original copy in all kinds of duplicating work. The manufacturers tell us that the Dupliscopes has thirty-five improvements! Here are just a few of them: The Dupliscopes is adjustable to eight lengthwise drawing positions and four sidewise positions. It may also be used flat or rested against the edge of the desk. A built-in light insures a uniform light supply from top to bottom of the flashed open glass. A T-square and a locking clamp work together.

44 Fototype service is a printed series of individual type alphabets ready to be formed instantly into display headings. There are pads of letters that you tear off and place on the composing stick, much as a compositor sets type by hand. Cover them with adhesive tape to hold them in position, and there is your type all set for reproducing as headlines for your school paper. If you use offset printing for your school paper, you should take note. Many type faces are available.

45 A new adding-figuring machine, the Underwood Sundstrand portable electric duplex quiet model, has been announced by the Underwood Elliot Fisher Company. Two registers on this machine give group totals and grand totals simultaneously, making it virtually two machines in one. These registers may function separately, and both registers have direct subtraction and credit-balance features. Three-point control with motorized keys for subtraction, addition, nonaddition, subtotaling, and totaling gives the new machine the operating ease and speed of the single-register models.



The B.E.W. Bulletin Board

A MONTHLY SERVICE

A TERM project that comes under the heading of bulletin boards because the physical results provide excellent display material is carried out by students of the High School of Commerce, San Francisco. Mrs. Edith B. Hafer has submitted the accompanying photograph, which tells the story. In this display are highly decorative scrapbooks, pictorially illustrated and written in beautiful shorthand. They are exhibited on the bulletin boards of the school. Some even more elaborate specimens are placed on exhibition in the specially constructed display case.

Discussing this project, Mrs. Hafer says:

"Shorthand has long been a subject in which the teacher does not have to stimulate an interest. It is resident in the material presented. There is a natural curiosity about anything that is in code. Then there is the interest which parents and relatives have in their child's taking a practical course that will enable that child to enter the business world through the office door.

"But achievement in shorthand demands continuous effort, and in the hands of an alert teacher shorthand instruction can avoid possible monotony by the use of a variety of motivating devices. Theory certificates, O. G. A. awards, transcription pins, state contests, and bulletin-board displays of class work are

of inestimable value. All these devices bring the work of the students to the attention of the school authorities and foster enthusiasm and pride of achievement. We use them all and give prominence to displays of the awards received by the students.

"The eagerness with which students attack a motivating project in the classes of Miss Evelyn C. Lyman, in our school, is indicated by the elaborate exteriors of the notebooks in the displays cases and on the bulletin boards.

"The teacher does not assign work requiring suede-covered notebooks or elaborate lettering, artistic mountings, etc. What she does assign in this case is a notebook intended to center the student's attention on an expanding vocabulary, phrase development, shorthand penmanship, and matters of that sort.

"But what she gets, in addition to these, from a class using material correlated with school subjects that interest each individual, is a collection of painstaking, beautiful shorthand pages that amazes her, and a variety and quality of work highly to be commended. The less capable students do well, while the outstanding students surpass themselves in this term project.

"They assemble the facts, arrange them as effective displays, write shorthand notes to accompany the illustrations, poems, and photographs—and then come in droves to the bulletin board on which this material is displayed once a semester. They cast an appraising eye over each page and laud pen-



A DISPLAY OF SHORTHAND-PROJECT NOTEBOOKS, HIGH SCHOOL OF COMMERCE, SAN FRANCISCO.

manship, ideas, arrangement, and execution far more critically than any instructor.

"It is this eventful display that gives the quietly laboring shorthand student some notice and further zeal to be really good in a chosen line."

Here, again, we have correlation and co-operation among the different departments of the school; for if the student's interest is, say, history, the teacher of that subject aids him. Making the scrapbook calls for the assistance of the art department, and the actual composition of subject matter calls for help from the English department. We commend this project highly.

• • IN SUBMITTING a series of lively, interest-provoking cartoons, Ernest L. Walker, of the South Side High School, Fort Wayne, Indiana, draws attention to the fact that there seems to be a dearth of good bulletin-board material on certain aspects of consumer education. He shows how to overcome this difficulty in a very practical manner.

Mr. Walker says that he called upon his boyhood hobby of cartooning to fill the breach. He has produced a number of lively illustrations for his course in Consumer Marketing and has also encouraged his students to follow his footsteps and use their artistic talents to illustrate ideas gathered from instruction in the subject.

You and I know people like those shown in the accompanying cartoon, who dash blindly, and often with expensive results, to any store that announces a bargain sale, just because it is called a sale. To draw attention to this matter in the classroom through a cartoon may have a restraining influence upon undue enthusiasm for "sales."

Several other cartoons in Mr. Walker's collection, which we have not room to reproduce here, are designed to turn trade to reputable firms where quality merchandise is assured. In one of these, a grocer is weighing his hand with a bag of sugar. Another shows a luckless youth caught in a rainstorm, with his "bargain" suit shrinking toward knees and elbows. In a third, a man lurking by an ashcan in an alley is



ONE OF A SERIES OF CARTOONS ON CONSUMER EDUCATION USED AT SOUTH SIDE HIGH SCHOOL, FORT WAYNE, INDIANA.

offering a "genuine Persian rug for only five bucks."

An interpretation of the place of banks in the community shows a line of depositors pouring pails of dollars into a round tank, which is labeled "Savings Banks—Community Reservoirs of Money and Credit." At the other side of the tank a borrower is filling his pail with dollars from a spigot.

"Spend to acquire rather than to impress" is the caption of a cartoon of Daughter telling Dad, "But we've got to have a new car. The Joneses have one!"

A busy workman, whose hat is labeled "Advertising," stirs a big iron kettle labeled "Sales," in a cartoon entitled "Advertising 'Brews' Sales." This true picture of the real purpose of advertising tells the story far more forcefully than words.

We are glad to reproduce one of the cartoons submitted by Mr. Walker and to congratulate him upon his ingenuity. May we suggest that you utilize the cartoon idea on occasion.

A SPECIAL EVENING shorthand course in legal stenography for employees of the Law Department of the City of New York has been instituted this semester. The course is sponsored by the Law Department in conjunction with the Bureau of Training of the Municipal Civil Service Commission. The content includes shorthand outlines of legal terms and phrases, practice in dictation and transcription, and shortcuts for high-speed dictation.

The class is divided into two instructional groups. Frank P. Donnelly, of the research department of the Gregg Publishing Company, and Sidney L. Prentice, principal of the Post Graduate School for Secretaries, New York City, are the instructors.

School Superintendents and Textbooks

ALL EDUCATORS will be interested in the results of a survey made among Massachusetts school superintendents by the Massachusetts Teachers Federation last fall.

The following questions and answers were reported in the January *Massachusetts Teacher*.

1. In what subjects do you consider textbooks most essential? *Reading, 16; literature, 3; English, 14; spelling, 2; penmanship, 1; social studies, 14; history, 12; geography, 4; economics, 1; science, 18; chemistry, 1; physics, 1; arithmetic and mathematics, 34; languages, 16; music, 2; health education, 1; "all subjects," 18.*

2. In what subjects do you think textbooks could be most improved? *Social studies, 18; geography, 6; history, 10; economics, 1; English, 3; arithmetic (particularly problems), 3; foreign languages, 4; science, 12; mathematics, 3; health, citizenship, and character building, 3; all or almost all, 3.*

3. Do you find yourself using fewer basal and more supplementary books? *Yes, 40; no, 9; more supplementary books, 12.*

4. Have you felt obliged to cut your textbook appropriations? *No, 50; yes, 8; "somewhat," 8.*

5. Is copyright date a determining factor in your choice of texts? *No, 22; yes, 44.*

6. In general, at what time of the year do you order books? *Fall, 12; July, 7; spring or summer, 30; summer or fall, 4; spring, 8; August and December, 1; as needed, 4; September and January, 2.*

7. Have you all the textbooks which you reasonably need? *Yes, 54; no, 15.*

8. If the answer to 7 is No, what per cent of your operating budget would suffice to give you what you need? *1 reported 20%; 1 reported 15%; 1 reported 7%; 2 reported 5%; 3 reported 3%; 1 reported 2%; 1 reported 1.5% to 2%; 1 reported 1.5%.*

9. Do the teachers who use the books have much, something, or nothing to say as to the selection? *"Much," 59; "something," 13.*

10. Cost considered, do you favor large books with much detail or small books with less detail? *Large books with much detail, 13; small books with less detail, 23. Large books in high school and small books in the grades, 3; "Depends upon subject and grade," 11.*

11. Have publishers gone too far in relying upon colored pictures to sell their books? *Yes, 23; no, 29; yes, for the upper grades, 4; no, for the lower grades, 4.*

12. Are textbook salesmen almost always intelligent in a discussion of educational problems? *Yes, 62; no, 2; fair, 3.*

13. Do you believe that pupils get a better course in a given subject when a basal textbook is used? *Yes, 56; no, 8; "depends on the teacher and subject," 7.*

14. Do you consider your textbooks, in general, to be up to date? *Yes, 67; no, 4.*

15. Do you believe that modern methods of teaching require more or fewer textbooks? *More, 50; fewer, 11; favoring fewer basal and more supplementary textbooks, 4.*

16. Do you think that education has suffered in your schools because of inadequate funds for textbooks? *No, 59; yes, 7; "somewhat," 5.*

"Pick Your Job and Land It!"

by SIDNEY W. EDLUND

Associate Editor, THE BUSINESS EDUCATION WORLD, and Founder of the Man Marketing Clinic.

A 40-page booklet of articles on job getting originally published in the BUSINESS EDUCATION WORLD. Outlines clearly the ten steps by which students can learn how to choose and get their future jobs!

40-Page Booklet

Single copies, 20c net, postpaid

Ten or more copies, 15c each

Send your class order TODAY!

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Please send.....copies of "Pick Your Job and Land It!"
Remittance in full enclosed, \$.....

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Visual Aids

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



IN addition to several films dealing with matters of importance to business educators, we present this month reviews of two publications for users of visual aids—one full-sized book and one mimeographed directory.

Audio-Visual Aids to Instruction, by Harry C. McKnown and Alvin B. Roberts, McGraw-Hill Book Company, Inc., New York, 1940, 385 pages, \$3. Interestingly written and well illustrated, this book discusses the fundamentals of audio-visual instruction, specific methods for use in many courses, projection equipment, and the administrative and supervisory aspects of visual education.

Business educators will be especially interested in the references to the use of motion pictures in typewriting classes and the use of still films and film-slides in retail business organizations.

Directory of Training Films, Third Edition, is a 19-page mimeographed list of motion pictures and talking slide films, published by the Personnel Group, George Plant, Manager, National Retail Dry Goods Association, 101 West 31st Street, New York, New York. Each film listed has been used by one or more stores for training purposes. No attempt is made to rate or grade the films on the basis of suitability for store use. Their value and effectiveness depend upon the individual store's training needs and present training programs. The

directory sells for 25 cents to members and 50 cents to nonmembers. Send orders to George Plant, Manager.

Some Outstanding Films

THE TREASURY DEPARTMENT, Frank J. Wilson, Chief, U. S. Secret Service, Washington, D. C., distributes two excellent films, *Know Your Money* (see page 75, September, 1940, B.E.W.) and *Making Money*, described below. At schools and colleges, an agent of the Service will accompany the film, supplying a projector and an operator if necessary, and will answer questions about counterfeit money.

Making Money 16mm. sound motion picture, time about 9 minutes, free loan. This film shows the production of currency at the Bureau of Printing and Engraving in Washington—how engraving plates are made; how money is printed, examined, and distributed; how worn-out money is taken out of circulation and destroyed; and how torn and burned currency is identified.

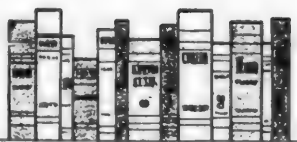
WARDEN AND GILBERT, Psychology Laboratory, Columbia University, New York, N. Y., sell a number of instructional films in psychology. The film described below is designed to take the place of a classroom demonstration of the administration of the Revised Stanford-Binet Intelligence Test and the calculation of the I. Q., with all the advantages of a well-edited instructional film, and none of the disadvantages of testing before an audience.

Testing the I. Q. 16mm. silent motion picture, length 375 feet, price \$23. After a brief explanatory introduction of principles, the film shows the administration of Form L to a five-year-old child. Close-ups at appropriate points show the actual use of testing material much more clearly than in a demonstration.

Many tables show the scoring standards and, finally, the calculation of the I. Q.

A. GORDON BRADT, 818 Judson Avenue, Evanston, Illinois, distributes the following film, which was produced particularly for high school and college students.

Youth in the Market Place. 35mm. sound slide film, time 15 minutes, rental \$2 plus postage. Contains a series of pictures accompanied by a transcribed record that tells the story. A young man is introduced to the seven major qualities needed for finding himself in a crowded, fast-moving, challenging world.



Your Professional Reading

MARION M. LAMB



Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.

1940 Business Education Index

Edited by Eugene H. Hughes. Sponsored by Delta Pi Epsilon. Gregg Publishing Company, New York, 1941, \$1.

Teachers who like to use contemporary material from magazines and yearbooks for personal reference or class assignment will be delighted to hear that Delta Pi Epsilon, honorary graduate business fraternity, plans to issue a yearly *Business Education Index* that will save all of us a great deal of time in looking up published material pertinent to our work.

The 1940 *Business Education Index* was compiled under the direction of Dr. Eugene H. Hughes, of Ball State Teachers College, at Muncie, Indiana, and printed by the Gregg Publishing Company. The *Business Education Index* includes articles relating to any phase of business education in the 1940 business publications and yearbooks and also in professional magazines outside the business specialization.

We prophesy that the *Business Education Index* will be very popular among educators, for use in classrooms as well as in advanced study.

The following Delta Pi Epsilon members assisted Dr. Hughes in assembling the 1940 *Business Education Index*:

Miss Nina Clover, Director of Distributive Education, Akron Public Schools, Akron, Ohio; Miss Evelyn Prosser, Co-ordinator of Distributive Education, Central High School, Tulsa, Oklahoma; Miss Lillian Rudeseal, Mary Baldwin College, Staunton, Virginia; Miss Ruth Toothaker, Oklahoma College for Women, Chickasha, Oklahoma; Miss Margaret O'Briant, Washburn College, Topeka, Kansas; and Dr. James M. Thompson, Teachers College, Charleston, Illinois.

A Handbook for the New Teacher of Distributive Education

Bulletin No. 5, The Board for Vocational Education, State of Illinois. May be obtained from Kenneth Lawyer, Supervisor of Distributive Education, Springfield, Illinois. No charge.

This nine-page mimeographed booklet is a most valuable guide to the teacher of adult classes in distributive education.

Modern Techniques for Improving Secondary School English

Edited by Harold A. Clarke and Mary P. Eaton. Noble and Noble, Publishers, Inc., New York, 1940, 326 pages, \$2.50.

A committee of the New York Association of Teachers of English asked members to contribute their most successful lessons to this book. The result is a compilation of suggestions on every phase of the language arts: reading, remedial reading, library work, literature, composition, oral English, vocabulary building, spelling, punctuation, and grammar. So many ideas concerning classroom organization were received that a concluding chapter on classroom administration was added to the book.

Secretarial-studies teachers who are on the lookout for ways and means to make pupils increase their language skill will be interested in this volume.

Vocations for Women

Reprints of articles published in the *Independent Woman*, official publication of the National Federation of Business and Professional Women's Clubs, 1819 Broadway, New York City. Copies of reprints, 15 cents each; 10 copies for \$1.25.

Of the fifteen reprints that are now available, five will be especially interesting to teachers and students of business. The titles and authors are as follows:

Accounting: "Figuring Out" a Career in Accounting," by Mary E. Murphy.

Insurance: "Selling Security for Tomorrow," by Frances Maule.

Office Management: "Office Management Is a Woman's Job," by Edith Harper.

Personnel: "So You Want to Be a Personnel Director," by Bess Bloodworth.

Statistical Work: "If You Like Figures," by Mary V. Dempsey.

Other reprints deal with aviation, chemistry, dietetics, fashion designing, nursing, occupational therapy, penology, probation and parole work, and social work.

How To Organize and Teach A "Job-Seeker's" Course

Edited by John T. Lynch, School of Commerce, University of Denver. 150 pages, mimeographed. 75 cents.

Among the topics included are job courses on various school levels; the rôle of personality, tests, and dress; application blanks and interviews; and the apprenticeship program. A bibliography of suggested readings is included.

Fitting Yourself for Business

By Elizabeth Gregg MacGibbon. McGraw-Hill Book Company, Inc., New York and London, 1941, 431 pages, \$2.

Teachers who have enjoyed Mrs. MacGibbon's book, *Manners in Business*, will enjoy equally well this comprehensive treatment of an important subject in vocational training. The chapters range from career planning at the outset to winning promotions after initial occupational placement.

Many interesting descriptions of office situations are included, and every chapter is supplemented with a series of discussion questions and student projects.

This book should make an excellent reference in the school vocational library.

Sorry, there are no pictures in the book.
—R. T.

In Other Magazines

• • An article entitled "Suggestions for Securing Teaching Positions," by Benjamin W. Frazier, in the *Education Digest* for February, is of particular interest to teachers in training.

The author defines the trends in teacher placement, lists the placement bureaus and services available to the applicant, and gives information as to how one applies for a teaching appointment in the United States territories and foreign private schools.

• • If you miss Stuart Chase's article, "What Makes the Worker Like to Work," published in the February *Reader's Digest*, you are overlooking something of significance.

For sixteen years the Western Electric Company has been conducting an important study of factory workers. They have been trying to discover the number of working hours, the manual methods, and physical conditions which would give maximum daily output.

They have discovered to their astonishment, however, that the emotions of the worker count more in efficient production than physical conditions, more than hours of labor, more than wages. The worker needs to feel that he "belongs" and that he is important in his job if he is to achieve peak efficiency.

The author states:

Underneath the stop watches and bonus plans of the efficiency experts, the worker is driven by a desperate inner urge to find an environment where he can take root, where he belongs and has a function; where he sees the purpose of his work and feels important in achieving it. Failing this, he will accumulate frustrations and obsessions. "Fatigue" and "monotony" are effects of this frustration rather than causes of it. For their neglect of the human function of production, managers have paid a high price in strikes, restricted output, and a vast sea of human waste.

• • Of interest to us in business education is the following suggestion from "Family Life and the Curriculum," by Leo J. Brueckner, in the February *Curriculum Journal*:

Why should we not, in our classes in arithmetic, take the steps needed to make clear to the children their financial relationships to the home? I read recently a unit of work in which the following topics were considered: (1) How much do you cost your parents? (2) Why a successful home must be run according to some financial plan. (3) What different families can buy. (4) What makes people live beyond their means? (5) How can we plan our expenditures? (6) Our responsibilities in helping to make the family income purchase as much as possible.

• • Teachers and administrators interested in guidance and mental hygiene will wish to read "The Program of the Institute for the Study of Personality Development," by Caroline B. Zachry, in the *Curriculum Journal* of February, 1941.

The Institute was established to provide

workers in education with professional training in guidance and mental hygiene. From a study of many individual pupils, students at the Institute are prepared to devise curriculum procedures that will serve the varied needs of groups of pupils. Well-adjusted pupils as well as maladjusted pupils are studied.

Two winter seminars are conducted in New York City, and a summer workshop is held at Vassar College. The seminars are supplemented by field work.

Through its activities the Institute tries to help the student increase his understanding of behavior and development by relating his studies of personality to the current work in which he is engaged.

Requests for information regarding the Institute and applications for the loan of case material should be made to the Director, Institute for the Study of Personality Development, 221 West 57th Street, New York.—R. T.

A Basic Library List For the Commercial Department

MARGIE L. BROWN

Garrettsville (Ohio) High School

A BRIEF list of books for a business library for a secondary school cannot hope to include all the worth-while books, and the list submitted here is by no means complete. It should be helpful, however, to many teachers. Where the facilities are available, the business library should be expanded.

This annotated list includes only reference books.

SOURCES OF INFORMATION

In the business field there are several sources of information about newly published books. Many of our business-education magazines have book-review departments.

The United States Department of Education, Federal Security Office, Washington, D. C., publishes bibliographies in the various business fields. These can be obtained gratis or at a nominal cost.

Foundations for a high school commercial department library can be laid with the books described in this list.

ACCOUNTING

Accountancy as a Career, by Lawrence W. Sadler, C. P. A., Kitson Career Series, Funk & Wagnalls Company, New York, 1937.

Lists the qualifications of an accountant, reveals the importance of adaptability and of personality, and suggests that a test should be taken to predetermine success in accountancy.

Duties, qualifications, hardships, remuneration, and job opportunities are all discussed. The author maintains that women are handicapped in this field and should limit themselves to private practice.

Analysis of Financial Statements, by Harry G. Guthmann, Prentice-Hall, Inc., New York, 1935.

Contains detailed analyses of different types of business and gives the general technique of analysis.

Bookkeepers' Handy Guide, A Practical Desk Book for Quick Reference, The Ronald Press Company, New York, 1937.

Definite, factual information on bookkeeping practices and procedures, with specific problems in practical bookkeeping. The information is presented in short, self-contained items, each treating a specific problem of bookkeeping.

Very complete but would be better for someone on the job than for a high school student. May be used as a reference for those working on practice sets.

ADVERTISING

A Primer of Advertising, by A. C. M. Azoy, Jr., Harper & Brothers, New York, 1930.

"Intended as a first stepping-stone for those who want to become advertising people as well as for those who don't want to, but would like to know something of what advertising is all about." Easy to read.

The Fight for Truth in Advertising, by H. J. Kenner, Round Table Press, Inc., New York, 1936. What business has done and is doing to establish and maintain accuracy and fair play in advertising and selling for the public's protection. Good reference material to counteract consumer-education courses that overemphasize the flaws in advertising.

Brings out the fact that advertising cannot serve business or itself unless it serves the customer

[*To be continued*]

ARISTIPPUS, being asked what were the most necessary things for well-born boys to learn, said, "Those things which they will put in practice when they become men."—*Diogenes Laertius*.

Will They Be Able to Pass this Important Test?

NOWADAYS in business, careful grooming is a qualification every employer demands. And failure to meet this requirement often stands in the way of success—of getting or *keeping* a job.

Above all, modern employers do not excuse perspiration odor. That is why the daily-bath-plus-a-deodorant is such an indispensable routine. For, while a bath removes *past* perspiration, it takes a good deodorant like Mum to prevent risk of *future* underarm odor—of offending unknowingly.

As many commercial teachers have discovered, a *Good Grooming Program* can be of *invaluable help* to students. Our **FREE** material was designed expressly for this purpose. It includes attractive wall charts covering vital points of grooming on actual figures of a man and a woman, as well as individual student leaflets emphasizing these points in a clear, appealing way.

Thousands of successful men and women depend on Mum all year 'round for safe and sure daily grooming. Mum, the largest-selling deodorant, protects them against perspiration odor that is so easily increased by fatigue, nervousness, stuffy rooms and tight clothing. Harmless to skin and clothing, Mum effectively stops odor without stopping perspiration.

MUM



takes the odor out of perspiration

FREE TEACHING HELPS: *Good Grooming for Business*

BRISTOL-MYERS CO., 45 Rockefeller Plaza, New York

PLEASE SEND ME THE MATERIAL CHECKED:

- ☐ Wall Chart in Color, "Perspiring is Healthful, But.."
- ☐ Student leaflets listing Essentials to Good Grooming

- ☐ "Grooming for the Job" Charts for Men and Women
- ☐ Samples of Mum for Graduating Class

Name _____ Name of School _____

High School? _____ College? _____ Private Business School? _____

School Address _____ City _____ State _____

Girls Enrolled _____ Boys Enrolled _____ Number of Classes _____

Grade _____ How many Mum samples required for one upper class? _____

BEW 4-41

When returning this coupon please mention the Business Education World.



Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

Flight with a Raider

By an R.A.F. Flight Lieutenant

From "Youth Today"
November, 1940

STARTING OFF on your first raid, the most significant thing is what's happening inside you—the changed feeling you have²⁰ toward the other pilots. You haven't taken much interest in these pilots before. But suddenly you're going⁴⁰ into something that you haven't gone into before, and you're all thrown together. You suddenly realize⁶⁰ that you have known these chaps for a long time, and you think:

"He's not a bad chap after all," and then you all get together⁸⁰ and say: "Here we go, chaps!"

The time comes to crack off, and you have a terrific lot of mixed feelings. You have a¹⁰⁰ funny feeling in the stomach—like a lot of snakes moving up and down. You wonder what is going to happen.¹²⁰ Everybody does. The person who doesn't feel these things isn't human. It's the unknown that is getting you¹⁴⁰ down.

The moment you are in the air, it is different altogether. You feel as though you *are* something. You are¹⁶⁰ strong. You have a certain power, which you can use in any direction you wish. You are in this airplane, and it's¹⁸⁰ part of you, and it's not really something that is governed by anybody else.

Now you are all in formation,²⁰⁰ and it's a thrilling sight to look over the formation and see the planes coming along. You can almost see²²⁰ the expression on the chaps' faces—everybody coming along and cracking over the sea, miles from²⁴⁰ anywhere. Nothing but water. You listen carefully to your engine—very carefully.

One of my motors started²⁶⁰ to sputter and cough. The feeling I got was, "Blast this confounded engine. I won't get there now. I'm going to²⁸⁰ miss the fun."

It's not a feeling of fright until you are out of it—until you see them going on and you can't³⁰⁰ join them—and you say: "Well, here we are in this mess. What are we going to do?"

And when it picked up again—well, I³²⁰ can't

describe the jubilation there was as I charged off and rejoined the formation.

You go into formation³⁴⁰ to attack. Then there's one second just before you crack into it, when everything is a blank, and the next moment³⁶⁰ you are in it.

Things are happening right and left. There is gunfire, and pompoms, and you are in it. You are not³⁸⁰ yourself. It's like a dream. You feel as if "It just can't be me! I'll wake up in a moment." And then you feel the clatter⁴⁰⁰ of guns underneath you. You feel them firing away, and you see what damage you are doing. And you swoop again,⁴²⁰ and as you swoop you wonder if they are going to get you. You can see the bullets coming up, and you think,⁴⁴⁰ "Are they hitting me?" and you move about to see whether you *can* still move.

You look down at the damage you have done,⁴⁶⁰ and you see the men charging and running about, and the crews working on the flying boats, and people in the hangars⁴⁸⁰—people tuning engines up, preparing to come across. You can see flying boats smoking. It's a satisfaction⁵⁰⁰ you can't feel unless you have really done it.

Then you scatter for home—very low, right on the water. You⁵²⁰ are off fast, and you look again for all the fellows. There's somebody you can't see, and you say: "Gosh, what's happened to⁵⁴⁰ him?"—and then you see him on your left or on your right. You join up together, and fly home.

You wonder, are your motors⁵⁶⁰ going to fail; and it's getting dark. You can't see a thing—not a thing. Probably it's a bad night—it's raining.⁵⁸⁰ It's like being in a coal cellar—everything is pitch black. You are watching your instruments; there is no light⁶⁰⁰—just the phosphorescence on your wind-screen—no lights anywhere.

Everybody is absolutely quiet. There's⁶²⁰ just the continuous roar and hum of your engines. There isn't even a sound from the wireless—a message from⁶⁴⁰ another craft would warn if any pursuers should catch up.

You are flying over the water, watching your⁶⁶⁰ altimeter, looking out for shipping lights, but there's not a light to be seen—they're blacked out. You see, probably, the outline⁶⁸⁰ of a cloud as you go into it, and everything gets darker still. Then the perspiration pours off your⁷⁰⁰ hands. It's cold

as anything, but it's concentration on your instruments the whole time.

Then you see a good old English¹²⁰ searchlight coming into the clouds, and you say: "I'm home—home!" And it doesn't matter what happens now! It doesn't¹²⁰ matter if the engines fail now. Suddenly you see the flare light for your arrival. All the chaps are in. You have¹²⁰ hit your objective, and you have got back to your base without even going round the country. Good navigation!¹²⁰

Personally I got out into the fresh air and lay on the wings for a quarter-of-an-hour—just drinking in¹²⁰ fresh air.

The jubilation is terrific. You can just hear the crackle of the exhausts as they are cooling down¹²⁰ after being red hot. You just lie and listen to this, and there's nothing except men walking about. Everything¹²⁰ is quiet and lovely and peaceful.

Well—you have seen people for what they are, doing their stuff, every one¹²⁰ of them. And a relation existed then which exists at no other time. You have a feeling for everybody. (881)

(Copyright by the British Broadcasting Corporation, London, England)

Sharks and Bubbles

CAPTAIN John D. Craig, the famous deep sea diver, has had many adventures on the ocean floor. One of the stories²⁰ he told in a talk I heard him give was about how they scared the sharks away. While diving with another member⁶⁰ of his crew off the coast of Japan they noticed a large shark near them. They signaled to the surface telling of⁶⁰ their discovery and asking to be hauled up. The man at the pumps, an old timer in the diving profession,⁶⁰ phoned back that they should remain where they were and that to pull them up so that they would be dangling on the lines like bait¹⁰⁰ would be the worst thing they could do.

As they remained perfectly still and the shark came near them, Captain Craig happened to¹²⁰ release some air which caused bubbles to come from the top of his helmet. The shark retreated. A little later,¹⁴⁰ however, the shark was back again. They decided that if it were bubbles the shark wanted they would give him plenty¹⁸⁰ of them. They inflated their suits then let the air escape, filling the water with bubbles. The shark left and did not¹⁸⁰ return.

The powerful shark was afraid of bubbles. He allowed the bubbles of fear to lick him. Many times, men,²⁰⁰ too, are defeated by fears that are as harmless as bubbles. Our fears would often blow away or burst like bubbles²²⁰ if we faced them with courage and confidence. (228)

—From *The Friendly Adventurer*, October, 1938.

Relief Tasks in Britain Are Vast and Difficult

HERE, in London, perhaps we are a little too close to the grim problems of the moment, and I wonder sometimes³⁰ if people in the Americas really realize what our lives are these days. To go out in the morning⁴⁰ of every day and wonder if your house will be still standing when you return

—to go to sleep at night wondering⁸⁰ (without any active feeling of disturbance) whether one will wake up in the morning.

We are down to rock⁸⁰ bottom essentials. Sensible clothes, sensible food, sleep and, every few weeks, one or two days' rest when we can¹⁰⁰ in the comparative quiet of the Home Counties, which are now more or less huge dormitories—these are the things¹²⁰ we must have.

Generally speaking, a huge section of the public prefer the company of their fellow creatures¹⁴⁰ and huddle together in thousands in hotel shelters, tube stations, reinforced basements of warehouses and¹⁶⁰ similar places, thereby creating huge social problems overnight, as you can imagine. We are progressing¹⁸⁰ with provision of bunks, sanitary arrangements, canteens, medical services, and other necessities.²⁰⁰ Our effort is to see that the people get proper suppers at night before settling down, including hot soup;²²⁰ and hot breakfasts before they leave in the mornings, as we believe that people who are properly fed will better²⁴⁰ withstand damp and cold.

We are running several air-raid shelter canteens. The shelter usually holds a thousand²⁶⁰ people, and most of them have their meals there night and morning. The worker who is responsible for it says she²⁸⁰ never hopes to do anything more worth while than to send these people out in the morning feeling warm and comfortable³⁰⁰ from a good breakfast after their long night's vigil, ready to do their day's work. These girls have to sleep on the³²⁰ job, that is to say, they go into the shelter about 5:30 or 6 p.m., serve the evening meal from 7³⁴⁰ to 9 p.m., sleep in the shelter and start serving breakfasts at five o'clock next morning. Seeing them start off³⁶⁰ on the job is quite impressive; each girl reports for duty with a "lilo," that is a sleeping mat which can be³⁸⁰ blown up to give some measure of a cushion. They all have their heads tied up in handkerchiefs like old mummies because⁴⁰⁰ the places where they work are not always of a cleanliness that one would wish to have. What I am so thrilled about⁴²⁰ is that they really believe in the work and realize that although it is nonspectacular it is of great⁴⁴⁰ value and immensely worth while. This in itself is more important than anything else. We old campaigners have⁴⁶⁰ become accustomed to the hundreds, even thousands, of people shifting restlessly on their narrow bunks, piled tier⁴⁸⁰ upon tier along the walls of huge, dimly lit air-raid shelters, but it is a pitiful sight. It is not war⁵⁰⁰ in the grand manner, as Germany taught her menfolk to believe would be the case. In view of the fact that practically⁵²⁰ every London hospital has been bombed at least once, it is becoming as much a public duty⁵⁴⁰ to keep well as it to retain a sense of humor!

It is a saddening sight to see so many familiar⁵⁶⁰ landmarks battered and in some cases reduced to heaps of rubble, but in extremity, it is human life⁵⁸⁰ that matters most and which must be preserved, so we do not mourn the loss of our belongings, but bend all our energies⁶⁰⁰ to caring for the sick and injured and homeless, as well as maintaining essential services, so that⁶²⁰ production of war necessities may go on undisturbed. (630)—From a worker in the War Relief Center, Southwest London, to the British War Relief Society in New York City.

The Monument in a City's Name

By LAWRENCE DAVID BRENNAN

Written especially for use with
Chapter Twelve of the Manual

THE American City is a monument to America's rich heritage. Atlanta recalls the mighty²⁰ ocean which has been both our gateway and our guardian. Milwaukee, an Indian word meaning "good land," is¹⁰ a monument to our agricultural prosperity. Fall River and Grand Rapids honor the magnificent⁶⁰ water power which has brought us industrial supremacy. Philadelphia, the "City of Brotherly⁷⁰ Love," describes the lofty ideals which have inspired our people. Washington is dedicated to the father¹⁰⁰ of our nation.

In commemoration of their natural setting we have such names as Tacoma, Akron,¹³⁰ El Paso, Detroit, Oakland, Chicago, Buffalo, Salt Lake City, Flint, and Long Beach. Tacoma is an Indian¹⁴⁰ word for "snow covered mountain," while Akron is a Greek word for "summit"—the site of the latter city was supposed¹⁵⁰ to be the highest in the state. El Paso is Spanish and marks a great mountain pass on our southern border,¹⁶⁰ while Detroit is French for "strait" and marks an important waterway on our northern boundary. Oakland was inspired²⁰⁰ by an abundance of oak trees, while Chicago is Indian, and probably means "the place of the wild onion."²³⁰ Buffalo immortalizes the bison that probably licked salt in the vicinity of the present city.²⁴⁰

Inseparable from this wild natural setting is the red man. Omaha, Kansas City, Erie,³⁰⁰ Miami, Spokane recall Indian tribes, Seattle a friendly Indian chief, Tulsa an Indian town, while³⁸⁰ Oklahoma City is derived from the Indian for "home of the red man."

Even the tragic meeting of³⁹⁰ the white and red man is commemorated in such Europeanized Indian names as Des Moines and⁴²⁰ Minneapolis. Des Moines is a French twist given to an Indian name for river, while Minneapolis combines⁴⁴⁰ Indian for "water" and Greek for "city." Indianapolis, although completely European, is the⁴⁶⁰ white man's last tribute—the city built on Indian ground.

Nor are the soldiers who carved this great empire forgotten.⁴⁸⁰ Dayton, Denver, Houston, Fort Worth, Jacksonville, and Cleveland were named for generals. Nashville was named either for⁵⁰⁰ General Nash or for his brother, the governor of North Carolina. Cincinnati honors a society⁵²⁰ of officers of the American revolution, the name coming originally from that of a⁵⁴⁰ Roman patriot. Duluth is derived from the name of a French officer who traded with the Indians. Pittsburgh⁵⁶⁰ was at first a fort named in honor of a great British minister of war.

The religion which inspired our⁵⁸⁰ forefathers is also remembered in such names as Providence, Los Angeles, San Francisco, San Antonio,⁶⁰⁰ San Diego, and St. Paul. Providence was named by Roger Williams in gratitude for his deliverance⁶²⁰ from the wilderness. Los Angeles has been shortened from a much longer name which meant, the "City of our Lady⁶⁴⁰ the Queen of the Angels." San Francisco, San Antonio, and San Diego were named by the Spaniards in honor⁶⁶⁰ of their saints.

The name St. Paul is taken from a log chapel built on the site of that city by a French priest.⁶⁸⁰ Even the name Boston may be traced to a saint. The Massachusetts city was named for Boston in England, which⁷⁰⁰ is a corruption of the name St. Botolf's town. St. Louis was named in honor of Louis IX of France.

Some⁷²⁰ cities are dedicated to the memory of the mother land. Newark, Springfield, Hartford, Worcester, Reading, New⁷⁴⁰ Haven, Bridgeport, and Jersey City were, in most cases, inspired by the birthplace or holdings of one of the founders.⁷⁶⁰ Birmingham suggested Birmingham in England with its rich deposits of iron ore. Richmond suggested⁷⁸⁰ Richmond in England with its position on the river. When Harvard University was established, what better⁸⁰⁰ name could be given to the town than that of the English university town of Cambridge?

Some cities such⁸²⁰ as Columbus, Ohio, were named for famous men. Louisville was named in honor of Louis XVI, who aided⁸⁴⁰ America in the Revolution. Camden honors Lord Chancellor Camden, who had opposed the stamp tax.⁸⁶⁰ New Orleans honors the Duke of Orleans, the regent of France, while Norfolk was named for the Duke of Norfolk,⁸⁸⁰ a relative of the founder. Dallas honors Vice-President Dallas; Paterson, New Jersey's Governor⁹⁰⁰ Paterson; New York and Albany were named for the same person, the Duke of York and Albany; Baltimore, for Lord⁹²⁰ Baltimore, founder of Maryland; while Elizabeth was named in honor of the wife of an early proprietor⁹⁴⁰ of New Jersey. Lowell, Wilmington, New Bedford, Scranton, Youngstown, Rochester, and Trenton take their names from those⁹⁶⁰ of early settlers. Yonkers, meaning "the young nobleman," was named for a Dutch proprietor.

A few of our cities⁹⁸⁰ are monuments to intellectual whims of their founders. Memphis and Syracuse were named for ancient cities.¹⁰⁰⁰ Canton was named for the great Chinese city of Canton. A Pekin had been settled in the state a short time¹⁰²⁰ before. Portland, Oregon, was named after flipping a coin. A man from Maine won and therefore called the city after¹⁰⁴⁰ his own Portland. The Maine city carried its name from England.

Toledo stands as a monument to a¹⁰⁶⁰ musical ear. One of the founders upon reading some Spanish history was so fascinated by the sound that¹⁰⁸⁰ he decided upon Toledo as the name for his town. (991)

Letters from London to the British War Relief Society in New York City

WE do really thank you and all our good friends in America for the wonderful gifts of wool, clothing, and³⁰ other articles which have been coming to us for so many months now.

To say that your work for us is⁴⁰ appreciated would be inadequate, but I can assure you if it were not for these tangible expressions of⁵⁰ your sympathy and backing, we should not be able to face our nightly bombing with any kind of resolution.⁶⁰

(Continued on page 765)

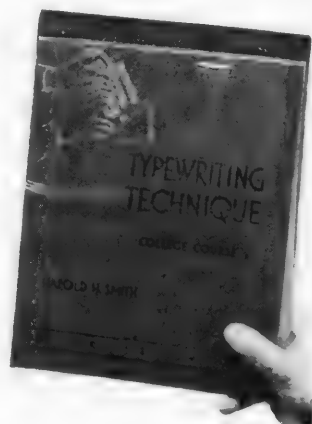
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We wish you could be with us *after* an "incident" (the name by which these murderous attacks are known!) when we¹⁰⁰ are giving out your gifts to people who have never had to ask for charity in their lives but who have now lost¹²⁰ all their worldly possessions. You would count all your hard work as nothing when you saw the thrill and the courage derived¹⁴⁰ from knowing that America is with them in their ordeal.

Who would have thought it possible some months ago that¹⁶⁰ one would sit and dictate a letter whilst outside the guns are thundering their "welcome" to our nightly visitors,¹⁸⁰ but this is the case and it is to our Civil Defense Workers that we owe our calm. We can never repay them.²⁰⁰ We were delighted when we heard the news that America had sent help so that we could supply the comforts needed²²⁰ so badly these cold nights—roof spotting is not the best of jobs on a freezing night!

Once again please accept our²⁴⁰ best thanks and a particularly big "thank you" from the A.R.P. and A.F.S. Civil Defense Workers.—*From Relief²⁶⁰ Center, Tottenham, London. (266)*

THE UNDERSTANDING, sympathy, and generosity which have prompted you and your countrymen to help us has²⁰ already made its mark here. It has given fresh hope to those rendered homeless, who have nothing other than the clothes⁴⁰ they stand up in, and added strength to those on whom the strain of sheer physical fatigue was beginning to leave its⁶⁰ mark. Above all, it has let us know that we have friends in the United States who are friends indeed.—*From Oxford House, London. (80)*

Fire Pumps and Education

NEW YORK CITY boasts the only pumping station where visitors can actually see how one of the nerve centers²⁰ of a great city's fire fighting system works. The station has been constructed at Coney Island and can supply⁴⁰ enough water to protect a city of 150,000. It is in an area where an⁶⁰ unusually large proportion of non-fireproof structures require constant guarding.

School children may watch the fire⁸⁰ pumps in operation within a building of modern design with walls of limestone and glass suspended from¹⁰⁰ cantilevered steel girders. There is a balcony around the inner wall from which groups accompanied by their teachers¹²⁰ view the five huge pumps.

To provide good natural lighting to the pumps, located 12 feet below ground level,¹⁴⁰ the architect brought in daylight through walls of glass which turn this light downward to the pumps. A type of diffusing wired¹⁶⁰ glass called "skytex" is used to make the daylight bend down into the well.

This glass has a pattern containing eight ribs¹⁸⁰ per inch which deflect the light rays from their usual straight path. The eight-foot high wall of glass extends approximately²⁰⁰ 100 feet around each end of the building, interrupted only at the entrances, making a glazed²²⁰ area of approximately sixteen hundred square feet. The columns which support the steel girders from which the²⁴⁰ walls hang are set four feet inside the walls, so that no pilasters obstruct the flow of light.

Jacques Delamarre, chief²⁰⁰ architect for the Chanin Construction Company, designed the station. He says that this window arrangement has²²⁰ provided an interesting example of what can be done toward solving unusual lighting problems with use²⁴⁰ of glass specifically designed to "treat" daylight so as to produce best results. (315)

Your Job

WHEREVER you're working—in office or shop,
And however far you may be from the top—
And though you may think you're²⁰ just treading
the mill.

Don't ever belittle the job that you fill;
For, however little your job may appear,
You're⁴⁰ just as important as some little gear
That meshes with others in some big machine,
That helps keep it going—though⁶⁰ never is
seen.

They could do without you—we'll have to admit—
But business keeps on, when the big fellows
quit!

And always⁸⁰ remember, my lad, if you can,
The job's more important—(oh, yes)—than the
man!

So if it's your hope to stay off¹⁰⁰ the shelf,
Think more of your job than you do of your-
self.

Your job is important—don't think it is not—
So try hard to¹²⁰ give it the best that you've got!

And don't ever think you're of little account—
Remember, you're part of the total amount.¹⁴⁰

If they didn't need you, you wouldn't be there—
So, always, my lad, keep your chin in the air.

A digger of ditches,¹⁶⁰ mechanic, or clerk—
Think well of your company, yourself, and your
work! (173)

—*Author Unknown*

ONE ALASKA NIGHT

By BARRETT WILLOUGHBY

Author of "Spawn of the North," "River House," "Sondra O'Moore," etc.

Reprinted from the book ALASKA HOLIDAY by special permission of the author and her publishers, Little, Brown & Company, Boston, Massachusetts

(Continued from the March issue)

I²⁷⁸⁰ DON'T KNOW* what awakened me; but suddenly I found myself sitting bolt upright, heart pounding, ears straining, eyes wide²⁸⁰⁰ open. In the sooty darkness I could see nothing except a streak of moonlight lancing in through a knothole in²⁸²⁰ one of the slabs over the window. The stillness was intense. Yet, I knew that some sound, either inside the cabin²⁸⁴⁰ or out, had *penetrated* my sleep.

I was about to get up to light the candle when it came again: Thump! . . . Thump²⁸⁶⁰—thump-thump! Someone knocking to get in!

I chilled to the pit of my stomach, for the summons, heavy, imperative,²⁸⁸⁰ was *curiously* muffled as if the nocturnal visitor were rapping not with firm knuckles, but with—I shoved²⁹⁰⁰ the horrible thought from me.

*Only the words italicized are beyond the vocabulary of the Eighth Chapter of the Manual.

"Who—who's there?" I called unsteadily.
Silence.

Axe in hand, I eased out of the bunk, lighted³⁰⁰⁰ the candle and turned to inspect the door. It was barred. Everything in the dim room was just as it had been³⁰⁴⁰ when I went to sleep.

"Who is it?" I demanded in a firmer voice.

The stillness tightened around me. My blood thudded³⁰⁶⁰ in my eardrums. I knew anyone knocking for admittance at this hour of the night would identify himself³⁰⁸⁰—unless he were a—

Again I put from me the thought of a dead man, with no hands. I do not believe in ghosts.³⁰⁹⁰

I was trying to convince myself that the knocking had been born of my over-wrought nerves when—Thump! . . . Thump-thump-thump! Thump!³⁰²⁰ . . . Thump-thump-thump! Twice this time, hollow-loud, seeming to fill the room, yet having that sickening softness—like the fleshy³⁰⁴⁰ stub of an arm hammering on wood.

Lead with *fright*, I managed to reach the door and press my ear against it. "Who³⁰⁶⁰—what do you want? Answer me."

I heard a faint rustling, as of a loose garment brushing against the rough log wall outside.³⁰⁶⁰ After a dozen seconds had elapsed, I had a sudden, desperate impulse to end the *suspense*. I lifted³¹⁰⁰ the bar, flung open the door and looked out.

Nothing.

The high moon lighted the clearing with a *brilliance* almost like³¹²⁰ that of day; but there was neither movement nor sound in the breathless Northern night.

Puzzled as well as *frightened*, I went³¹⁴⁰ back inside.

No sooner had I *dropped* the bar in place than it came again—Thump! . . . Thump-thump-thump! Instantly I jerked open³¹⁶⁰ the door.

No one was there. But the slithering sound, *plainer* than before, seemed to come from the corner to the right,³¹⁸⁰ as if someone had knocked, and then run, to play a joke on me.

A flash of anger momentarily banished my³²⁰⁰ fear; I darted out and ran all the way round the cabin.

There was no one.

I stood in front of the door scrutinizing³²²⁰ the chopping block, the low pile of limbs beside it, every inch of the meadow, *bright* with moonlight to the very³²⁴⁰ edge of the dense timber. The nearest cover—the tall hemlock—was fully *fifty feet* away. Nothing human,³²⁶⁰ no matter how fleet, could possibly have traversed that distance in the second between the last knock and my abrupt³²⁸⁰ opening of the door. No creature *larger* than a rabbit could have concealed itself from my searching gaze *anywhere*³³⁰⁰ in the meadow surrounding the cabin. Indubitably, the clearing lay untenanted by any living³³²⁰ being, other than myself.

Then gooseflesh puckered out all over me. With a rush of *supernatural* terror³³⁴⁰ came the thought that I was gazing on no *ordinary* wild meadow. Under the bear weed were skeleton hands³³⁶⁰—so many of them that this was *literally* a meadow of the dead. Only one thing knocks and remains invisible³³⁸⁰ to mortal eyes!

For an instant I was so scared I thought I was going to faint. A sharp, unmistakably³⁴⁰⁰ real

blow on my instep brought me out of it. I *became* aware that my nerveless hand had let go my axe³⁴²⁰ and the blunt end had dropped on the most sensitive part of my foot, causing pain so acute that it restored a fraction³⁴⁴⁰ of my *faculties*.

I was trembling, and, though it was not from cold, I wanted the comfort of a fire. A great,³⁴⁶⁰ flaming fire. Accordingly, I dragged the pile of dead limbs over to the hut, averting my eyes from what I knew³⁴⁸⁰ lay in the weeds about the chopping block, and kindled a roaring blaze just outside the door. The crackling, the warmth of³⁵⁰⁰ it, put new courage into me. I sat on the threshold, my back against the door jamb, and watched the clearing.

Nothing³⁵²⁰ further *disturbed* me. After a while I began to nod. (3530)

(To be continued next month)

Builders and Destroyers

By WILFERD PETERSON, in "The Friendly Adventurer"

TWO men died. The death notices of both appeared in the same newspaper. One was a destroyer. The other was³⁰ a builder.

The first was the inventor of the "Big Bertha" cannon of World War fame. "Big Bertha" was the nickname⁴⁰ of the German long-range gun manufactured by the Krupp Arms Works which, in 1918, startled the world¹⁰⁰ by shelling Paris from the forest of Coucy at a range of seventy-six miles. The gun fired a⁸⁰ 264-pound shell. The bombardment extended one hundred forty days and killed two hundred fifty-six persons.¹⁰⁰ For this the destroyer was famous. This was his most noteworthy achievement.

The other man was Harvey S. Firestone.¹²⁰ Back in 1894 he was a buggy salesman, at which time he met and helped Henry Ford. A¹⁴⁰ few years later he founded Firestone Tire & Rubber Company, with seventeen employees. He pioneered in¹⁶⁰ making safe tires for automobiles. His work has saved lives on the highway. And in three decades he has given work¹⁸⁰ to 20,000 workers in the United States, 20,000 workers on African rubber plantations.²⁰⁰ This man was a builder. He lived a creative life. He left the world safer and happier than he found it. His²²⁰ work will continue to live.

If, instead of focusing so much energy and brain power on creating more³⁴⁰ effective implements of destruction, men would concentrate all their forces on building a better world, Utopia³⁸⁰ would not be far off.

This, I suppose, is an idealist's dream. But the lives of destroyers seem so futile,³⁶⁰ so insane. And the lives of builders so constructive and worthwhile. What queer quirk is it in human nature that³⁸⁰ makes so many men want to *tear* down instead of build up? (310)

By Wits and Wags

THEY had been married the day before and this was their first breakfast. The husband ordered his in a low voice; among²⁰ other things, they

both ordered eggs. A few moments later, the waiter returned. He leaned over the bride's shoulder and⁹⁰ asked: "How do you like your egg, madam?" The bride seemed a little flustered for a moment, then she answered: "Oh, I think⁹⁰ he's all right." (62)

SCIENCE PROFESSOR: What happens when a body is immersed in water?
Co-ed: The telephone rings. (18)

"SAM, your brother's hair isn't anything like yours. It's fiery red, and yours is black. That seems peculiar, doesn't⁹⁰ it?"
"No—you see, my brother was born after my mother had her hair dyed." (33)

GREEN, who was the local athletic champion, had been holding forth at great length. None of the club regulars could⁹⁰ do anything about it. But presently one of the visitors looked up.
"I'll bet," he said cheerfully, "ten dollars¹⁰ that I can wheel something in a wheelbarrow from one street lamp to the next, and you can't wheel it back!"
Green looked him⁹⁰ over—not a very hefty sort of bloke. He thought of bags of cement, bricks, and old iron, and concluded that⁹⁰ whatever the stranger could do he could better.

"Taken," he said.
The stranger smiled, and with a couple of witnesses¹⁰⁰ they set out. A wheelbarrow was borrowed and taken to the nearest street lamp.
The stranger rubbed his hands, picked up¹²⁰ the handles. "Get in, Green, old man," he said. (127)

April Transcription Speed Project

Gentlemen:
We are having an audit of our books made by S. D. Lyons and Company, Certified Public²⁰ Accountants, 1050 Park Street, as of March 31, 1941, and request that you⁴⁰ send them a detailed statement of the amount due you as of that date, on open account or on trade acceptances,⁶⁰ notes payable, or any other evidence of indebtedness. Also advise them if you are holding⁹⁰ any collateral as security for the indebtedness.
If any merchandise has been billed but not¹⁰⁰ shipped, or if any merchandise has been shipped to us on memorandum or on consignment, or shipped and not billed,¹²⁰ kindly advise.
A return stamped envelope is enclosed for your reply.
Yours very truly, (136)

Gentlemen:
The H. R. Fellows Corporation has asked us to send you a detailed statement in verification³⁰ of their account with us to March 31, 1941.
Their check of March 29, covering⁶⁰ our invoice for goods shipped them on the fifteenth, balances

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their account to date. There are no further shipments enroute,⁶⁰ nor anything in production for them at present.

Very truly yours, (74)

Dear Mr. Roberts:

Our check #3782 for \$6.37, mailed³⁰ to you on January 19, has not yet been cleared. Would you mind letting us know why this check was not deposited?⁴⁰

If it is lost, we shall gladly issue a duplicate, at the same time stopping payment on the original.⁶⁰ If the check is still in your possession, but you would prefer to use it to apply against future bills,⁸⁰ won't you please return it to us and it will be credited to your account as a cash payment.

We shall appreciate¹⁰⁰ hearing from you by return mail so that we can close our records.

Cordially yours, (116)

Gentlemen:

A firm in Philadelphia cashed your check for \$6.37 for me about the²⁰ twenty-eighth of January. It should have been returned to you long before this. I shall make inquiry about⁶⁰ it when I get back to Philadelphia this week and let you know when it was sent through for collection.

Very⁶⁰ truly yours, (62)

Gentlemen:

As I promised in my letter of last week, I have inquired about the missing check and find that it²⁰ was not deposited until March 31.

Very truly yours, (32)

The Fox and the Hedgehog

(Junior O. G. A. Test)

A FOX, while crossing a river was driven by the stream into a narrow gorge and lay there for a long time²⁰ unable to get out, covered with a swarm of horse flies that had fastened upon him. A hedgehog asked if he should drive⁶⁰ the flies away, but the fox begged him to do nothing of the sort.

"Why not?" asked the hedgehog. "Because," replied the fox,⁸⁰ "these flies are already full and draw but little blood. Should they take off, a fresh swarm of hungry ones will come who will¹⁰⁰ not leave any blood in my body." (86)

The Unexpected

(April O. G. A. Membership Test)

I WAS ASKED to speak one night at a little white country school house in the northern part of the state. I had not²⁰ expected to enjoy doing it, but I must earn a living, and this little village had been willing to pay a⁴⁰ fair price to listen to me. The people would be dull—shut up as they are with their problems on crops, hired help, cattle,⁶⁰ and the like. What chance had they to learn about the real affairs of the world?

To my surprise, I met a retired⁸⁰ oil man who had on several occasions made the trip around the

world, and could talk with complete understanding¹⁰⁰ of China and her difficulty, of Britain and hers.

Another lady, the wife of the country doctor, had¹²⁰ been a missionary in India, and made that country come alive for me.

I had gone there to give of my¹⁴⁰ knowledge, and I had come away more enriched than I had been before. (152)

Last-Minute News

ALPHA IOTA, honorary business sorority, has added four new chapters since the beginning of this year. The sorority now has a total of 160 chapters in the United States and Canada.

The new chapters are as follows:

Ogden Alumnae, Moench University of Business, Ogden, Utah. Mrs. Mabel Harris, sponsor.

Chi Delta, Henderson Secretarial School, Calgary, Alberta, Canada. Mrs. Dorothy Wallace, sponsor.

Zeta Eta Active, Twin Falls (Idaho) Business University. Mrs. Frances Carver, sponsor.

Richmond Alumnae, Smithdeal-Massey Business College, Richmond, Virginia. Mrs. Virginia Drinard, sponsor.

What Education Can Do

EDUCATION can help to clarify the nature and goals of democracy. It can portray the American dream of a nation with liberty, justice, and opportunity for all in the broad sweep of history from the time of the nation's founders. It can promote understanding of the civil liberties and the political institutions through which the democratic ideal finds expression. It can focus the searchlight of free and constructive inquiry on those economic and social problems which, if allowed to remain unsolved, threaten to disintegrate democracy from within. It can confirm that faith in the worth and improbability of each individual which is the basic tenet of democracy. It can provide opportunities to live democracy, in the school and the home, in the workshop and the market place. Slogans, rituals, and appeals to emotion are not enough. Knowledge, reflection, and the master teacher, experience, are essential to moral defense.—From "Education and the Defense of American Democracy," by The Educational Policies Commission.